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ABSTRACT

These conference papers are concerned with the perception of women in their roles as professionals and the current climate in education for the women of the Caribbean region. Among the presentations are: "Women in Education" (F. Saunders); "Teachers Organisations as Trade Unions" (Audley Gayle); and "Women in Jamica's Education System" (Rose Marie Vernon). School curricula continue to show little change from traditional offerings and the majority of female students continue to follow the paths already open to women. Policy-makers must take definite affirmative action to move the changes along and address the issues, including on-going representation to the "corridors of power." Teacher organizations are urged to involve women at more visible levels, especially in areas traditionally led by men. Statistical information and data about women in these countries are included as well as the conference program, a list of participants, and a paper from the first Interdisciplinary Seminar on Women and Development Studies (June 11, 1987) entitled, "Availability and Suitability of Educational Opportunities for Jamaican Female Students: An Historical Overview" (M. Hamilton). The World Confederation of Organizations of the Teaching Profession policy statement on women in education and in teachers' organizations also is included. (NL)

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Women Hold Up
Half the Sky

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REPORT ON THE

WCOTP CARIBBEAN CONFERENCE

OF

WOMEN IN EDUCATION

Kingston, Jamaica

5 - 10 April 1988

SO 030 353

World Confederation of Organizations of the Teaching Profession
5 Avenue du Moulin, CH-1110 Morges, Switzerland

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Note
Papers and written presentations have been reproduced as Annexes. We hope that these may be helpful to participants in the follow-up activities they will undertake.

This report was prepared from the notes of the volunteer rapporteurs.

CONCLUSIONS AND RECOMMENDATIONS
OF THE

The WCOTP Caribbean Conference of Women in Education, meeting in Kingston, 5 - 10 April 1988, and

Recognising that

i) Women form the majority of the teaching service.

ii) Women as the majority of the membership in teachers' organisations should have opportunity to develop their potential to assume their place in the leadership of these organisations.

iii) Teachers receive meagre salaries for their qualifications, which may be attributed to the feminisation of the profession.

iv) Provisions for maternity leave, infant and child care fall short of ideal in most, if not all, territories.

v) Although some women teachers receive maternity and sick leave benefits, there is no guarantee of continued employment after such leave is taken.

vi) Women teachers often do not take advantage of opportunities for professional and personal development because of the conflict with family commitments.

vii) Mass media play a critical role in influencing the perceptions of children through the perpetuation of negative images of women.

viii) Women teachers share the responsibility of promoting positive role models for girls and other women in the school, in teachers' organisations, and in the community.

ix) The majority of the teachers are excluded from the political process at the national level.

Urges that teachers organisations:

- ensure immediately that maternity and other provisions do not discriminate against unmarried mothers or any other special category of women.

- secure adequate and flexible provisions for maternity leave.

- secure extensions and improvements in child care, parental and teacher support facilities.

- seek to collaborate with governments in order to establish an exchange programme whereby Caribbean teachers, in particular women teachers, may have the opportunity to teach in territories other than their own so that they may be exposed to the realities in other territories and thus enhance their understanding of the Caribbean as a region.

- seek to obtain salaries for teachers which are comparable to those obtained in other professions for similar qualifications.

- negotiate for teachers to be relieved from classroom duties to enable women teachers, in particular, to take advantage of training and management courses for the enhancement of their knowledge and competence.

Insists that teachers' organisations:

- ensure immediately that there is security of employment for all women enshrined in leave regulations.

- establish trade union education and leadership training for women teachers in order that women may make their contribution at all levels of the organisation.

Calls on

teachers' organisations to ensure that information on the International Labour Organisation (ILO) and its functions be disseminated throughout their membership.

Encourages strongly that

each teachers' organisation in the Caribbean take the necessary steps to ensure that the organisation is recognised by and is actively involved in its national union movement.

Recommends that teachers and teachers' organisations:

- exert pressure on producers of programmes and films to portray girls and women as persons of self-worth, and demand that the media reduce female exploitation in reporting cases of sexual abuse.

- in the Caribbean region examine the WCOTP Policy on Women in Education for further recommendation and for implementation in their particular situation.

- take steps to alert and educate their communities to the dangers inherent in child abuse, irresponsible media timing and promotion of programmes unsuitable for children, noise pollution (in particular, the playing of loud and unsuitable music in public transport), drug abuse and AIDS. Teachers' organisations should ensure that appropriate legislation is passed and enforced.

and pledges that each participant:

- will seek to promote activities within her organisation for the development of women.

- will share the issues raised with other women and men, in her organisation.

WCOTP/CMOPE
April 1988

REPORT ON WCOTP WOMEN IN EDUCATION CONFERENCE
5 - 10 April, 1988, Kingston, Jamaica

Tuesday, 5 April

The opening session of the conference was chaired by the President of the Jamaica Teachers' Association (JTA), Mr. Dundee Hewitt, who also gave the welcome address.

Greetings were brought by the honourable Senator Hugh Dawes, Minister of State in the Ministry of Education; Mr. Robert Barker, Director International Programmes of the Canadian Teachers' Federation (CTF) and Mrs. Mary Hatwood Futrell, President of the National Education Association of the United States of America (NEA).

Mr. Gregory O' Keefe, WCOTP Executive Committee member, gave a short address informing the audience of the background and objectives of the World Confederation of Organizations of the Teaching Profession (WCOTP).

A former JTA President and Secretary General, and former WCOTP Vice President, Mrs. Fay Saunders, who is currently Project Director of the CXC/ACCC/CIDA Vocational and Technical Curriculum project presented the keynote address and conference paper, the theme being "**Women in Education**".

Her paper explores the accuracy of the perception of women and their roles with a detailed look at what is taking place in education for the women of the Caribbean, recognising education as a political process employed to determine the roles played by male and female citizens.

A conclusion drawn from her research is that in education what has been conceptualised frequently is not being acted out at the implementation stages. Hence school curricula for the most part continue to reflect little, if any, change from traditional offerings; and although girls are free to pursue their education at any level they choose and families are ensuring that they enter the educational stream, the majority of girls continue to follow the traditional paths open to women.

Mrs. Saunders exhorted teachers' organisations to ensure that policy makers take precise, definite and affirmative action to move the changes along by ensuring that structures to study and address the issue are established, including on-going representation to the "corridors of power". She further urged teachers' organisations to illustrate the equality of women by making a conscious effort to involve their women members at more highly visible levels, as leaders of committees or subgroups which are likely to come into the public view, especially in areas which have been traditionally led by men.

In closing Mrs. Saunders addressed her final words to women in general.

"Women need to support each other! It appears that too many women still are prepared to identify with the male no matter how unqualified for a task rather than support the qualified and competent sister. Our young people take note of such occurrences and the perpetuation of male dominance is ensured.

It is trite to repeat in such a gathering perhaps, that cultural norms are very stubborn things to change. It may also be obvious to say that the deep-seated nature of some changes that have to be made in order to bring about real equality in education for women, will only be achieved by a level of concentration and the will to succeed together with unfailing perseverance. Success demands committed leadership, solid unity of purpose and action. Education is everybody's business and can become nobody's concern.

We must applaud the progress made so far by women in education and redouble the efforts to ensure the desired solutions at the earliest possible time.

I close with a quotation from Dame Nita Barrow, that truly outstanding Barbadian and Caribbean woman. "It is up to women to decide what are their goals. I don't think that women can say that they don't have a chance ... when it comes to the crucial point, every woman has to know her own priority. The mistake is to place the responsibility on other people." "

The session closed with a reception where participants and invited guests got an opportunity to meet and share their thoughts on the ideas presented.

(The full text of Mrs Saunders's paper is reproduced as **Annex III** of this report.)

Wednesday, 6 April

The sessions for the day were chaired by Mrs. Mary Futrell, WCOTP Executive member.

The **Historical Overview of the Teaching Profession in the Caribbean** was the title of the lecture given by Professor Errol Miller, Teacher Education Professor, University of the West Indies, in the first session.

In his lecture, Professor Miller underlined some of the following points:

next to the clergy teachers were the oldest indigenous professional group in the Caribbean;

equal pay for women teachers in elementary schools was first supported in the 1900s by those advocating that women should not be in the teaching profession;

teachers were one of the first groups involved in the formation of unions;

with the political involvement of men in the organisation of teachers leading to the closure of male teachers colleges, and with black males migrating to Central and Latin America (e.g. to build the Panama Canal) or providing the agricultural labour force, primary school teaching was handed over to the educated female and eventually came to be considered a female occupation;

entry qualifications for a student teacher have been/are defined in terms of a secondary school education. Patterns of the past still persist where teacher education has not developed, for example, in Belize pupil teacher examinations still exist;

teachers have traditionally been the pace-setter in societal patterns and have been leaders in the community by default at a time when they were the most educated, now that greater numbers of the society are better educated, teachers no longer retain this 'position of prestige';

the perceptions, that teachers are unqualified and that the standard of secondary education is lower, prevail in the general populace even though teachers are now more qualified than ever before (teachers are often guilty of reinforcing these perceptions because they constantly paint a negative picture of the teaching profession). Examination entries as well as results have shown improvement in spite of the 49% decline in spending on education.

Conclusions which were drawn out of this session included:

A new image of the teacher is emerging within the context and perceptions of the past.

Men have been traditionally associated with the formation of trade unions and the leadership thereof.

Educational patterns persist and teachers need to act as the accomplices of the students so as not to perpetuate stereotyping.

Teachers, in particular women teachers, have to continue to play their roles as advocates of change. Teachers can no longer afford to be leaders by default and women can no longer afford to be conformist but need to adopt a critical and creative attitude vis-a-vis their positions in the schoolroom and in the teachers' organisation.

In the second session, Dr. Marlene Hamilton and Dr. Elsa Leo-Rhynie made a presentation on the **Educational Opportunities for Caribbean Women**. It was noted that, unfortunately, the only statistics at their disposal had been those for Jamaica.

Dr. Marlene Hamilton's presentation was divided into three sections:
Conquest to Emancipation : 1655 - 1833

Emancipation to the end to the 19th century: 1834 - 1899
Beginning of 20th century to Independence: 1900 - 1961

The conclusions drawn from her research on the educational opportunities provided for Jamaican female students in the three periods indicated above, are reproduced in **Annex IV** to this report.

Dr. Elsa Leo-Rhynie presented an overview of educational provisions formulated in Jamaica between 1962 and the present. In her presentation she underlined that education policy statements stressed equal opportunity for every individual with no mention of possible inequalities based on gender. However, when curricula is examined, one finds that the vocational subjects are still considered male pursuits while domestic sciences are female subjects.

In 1972, free secondary and post-secondary education was provided for young people. Yet the common entrance examination used to determine the candidates for secondary school places discriminated against girls. Girls were given a handicap, therefore every girl who obtained a place in secondary schools had to score 10-20 points more than a boy who earned a similar place. She also observed that with the institution of the Jamaica School-leaving Certificate for graduates of the all-age schools (16 year-olds), this proved of greater value to the young women because these qualifications assisted them in entering such occupations as teaching and nursing.

The general conclusions which could be drawn from the discussions and presentations of this session were:

> policymakers have not taken into account that curricula can and does limit the areas of endeavour that women may pursue as well as that it reinforces the traditional roles of the male and the female;

Mrs. Mary Futrell led the discussions on the **WCOTP Policy on Women in Education and in Teachers' Organisations** in the third session of the day. She also reviewed the WCOTP programme activities which relate to women's and girls' concerns.

In her introduction Mrs. Futrell used the phrase "Women hold up half the sky" to illustrate what was meant by equality for women. She shared her experiences with the participation of women in WCOTP activities and noted that since the creation of the women's caucus, women have become more assertive and more active participants in WCOTP Assemblies.

In the detailed examination of the document, there were reservations expressed about the promotion of co-educational schools in light of negative situations being experienced where single sex schools have been converted into co-educational institutions. It was noted that in some countries girls, who had become pregnant, were now being afforded the opportunity to finish their education. Although there are such opportunities for students, these are limited, and it was also noted that frequently unmarried female teachers found themselves

discriminated against and were not receiving the social benefits accorded their married counterparts.

The group observed that the reality of there being more women teaching mathematics and the sciences acts as positive reinforcement to girls to pursue these subjects traditionally considered 'male subjects'. In the ensuing discussion it was graphically underlined that teachers themselves would have first to remove this type of categorisation of subjects from their own thinking and move towards assisting and actively encouraging their students to choose their areas of interest on the basis of their ability and not their gender.

The participants also considered such questions as how to overcome many women's attitude that leadership is a man's job, the failure of women to support other women seeking leadership positions, and how to make men and women understand that unions can be made stronger with greater participation of women.

In conclusion, it was felt that each national organisation in the region would need to study this policy paper in detail so that each organisation may apply the recommendations in accordance with the national situation.

In the final session, Paula Robinson summarized the day's discussions highlighting the following:

equality for women means having choices;
women should assume leadership responsibilities in unions and in education;
teachers can only be the accomplices of students, by helping students to realise their individual potential;
female teachers must learn to be assertive, critical and creative;
no one group of person has the monopoly on stereotyping or discrimination based on gender but this phenomenon is a product of the collective, the society.

Thurdsay, 7 April

The two morning sessions were devoted to each delegation present giving an overview of the situation of women in their respective society, schools and teachers' organisations.

Barbados (a BUT perspective)
There is a move towards establishing more co-educational institutions at the secondary level. This has provided girls with more access to the technical and vocational subject areas such as technical drawing, woodwork and engineering. The boys are also afforded the opportunity to enter such areas as home economics.

Another recent development which gives girls the chance to finish their secondary education is that girls are now being allowed back into the school system after the birth of their babies.

Women comprise a large percentage of the teaching profession with the majority at the secondary level specialising in the 'Arts'. This trend is changing slowly. Although the leadership of the unions is not representative of the female membership, more women are taking on leadership roles in the union and administrative roles in schools and the Ministry of Education. Of the 19 co-educational schools, only 6 have women heads. However, a larger percentage of the representatives in the Ministry of Education are women. The Acting Chief Education Officer is a woman.

It was only after a successful strike in 1969 that teachers began to receive equal pay irrespective of sex.

(See **Annex V** for supplementary notes on the BSTU perspective.)

St Kitts

The teaching profession has moved from being male-oriented to being female-oriented. Until recently unmarried teachers had to resign their posts if they became pregnant. The authorities have become more lenient in their approach to these teachers.

Women still find it difficult to obtain the higher administrative posts in schools. For example, where there is a male principal and a female deputy principal, when the principal goes on extended leave he is often replaced by another male rather than by his female deputy.

Girls and boys are still channeled into the traditional areas especially in the vocational and technical areas.

Women are moving into decision making positions in higher institutions of learning and they are taking on more responsibilities outside of the home. However, the process is a very slow one.

Bermuda

Women gained the right to legally own land in 1930. Although they gained this right, they did not automatically gain the right to vote. Women who were landowners, were accorded voting rights in 1946. The change came in the 1960s with the movement for universal franchise.

Women form 77% of the teaching profession and there are 8 women in the 40-seat parliament. On an average, some 10 out of 15 Executive members of the union have been women. However, over the last 20 years only three (3) women have served as presidents out of the 12 persons holding this post. At the secondary and tertiary levels the heads of these institutions are men, whereas at all other levels of the system women form the majority of principals.

The teachers' union has addressed such issues as maternity leave and won gains in this area. It plans also to pursue other areas which affect women in particular, such as the availability of child care facilities and pensions. (See **Annex V** for more details.)

Trinidad

Subtle forms of discrimination have been experienced by women in the 1970s and the 1980s. There exists legislation which needs updating in favour of the woman and pressure is being applied to have legislation dealing with property rights updated.

In 1986 the first female government minister was appointed. At present there are four (4) women ministers. Only one member of the Executive committee is a women. In the last decade, there has been a noticeable increase in the number of women in the male-dominated professions.

In schools, there has been an increase in the anti-social behaviour of boys whereas girls are increasingly the higher academic achievers. The greater achievement of girls and women in education vis-a-vis the lack of achievement by their male counterparts is a cause for concern. The male is being emasculated in this process and the female is likely to find herself ahead of the male and therefore without a partner with which to develop.

St Lucia

A majority of teachers are women. The Minister of Education is a woman. The maternity leave legislation is probably the worst in the Caribbean. Unmarried women teachers who get pregnant are suspended from their jobs. They may, however, be reinstated if marriage is contracted. The St Lucia Teachers' Union is currently engaged in a dispute with the government over the maternity leave legislation. A request was sent out for solidarity messages from sister organisations in the Caribbean, but no response had been forthcoming.

An appeal was made for the teachers organisations in the region to send the SLTU copies of their respective legislation on maternity leave.

Teachers were unable to participate in the political process of their country. If they want to run for public office, teachers have to resign their jobs.

Antigua & Barbuda

The breakthrough for women emerged with the breakdown of the colour barrier. The first coloured persons employed in the banks were female. The situation today shows women have made some progress in attaining recognition in different fields of endeavour.

There are two parliamentary senators who are women but all government ministers are men. The Chief Education Officer is a woman and of the 17 officers in the ministry 12 are female. The heads of most educational institutions are women, except at the secondary level where of seven principals only three are women.

Recently a Women's Desk has been created which operates out of the Ministry of Education. Its purpose is to take care of women's affairs; but its activities still focus on the traditional activities of women rather than the broader range of women concerns.

Unmarried expectant teachers are forced to take six months maternity leave. The leave commences from the end of the third month of pregnancy.

The technical and vocational centres cater mostly to the training of males and the non-formal youth skills training programme provides young female dropouts with a training opportunity. These programmes are not designed specifically with the young female dropout in mind.

Bahamas

Women are making inroads in many professional areas. They have access to a good basic education. However, with more options available, choosing may be difficult. Hence, women opt for the easier choice - the traditional roles.

In education, women are represented at all levels. The Director of Education, the principal of the College, the Director of Special Services are all women. Women are involved in curriculum development. Despite the high participation of women in educational activities, women have not taken on the leadership roles in the union. In the history of the union, there has only been one female president, Mabel Walker, who was a founding member. On the union's executive board there are only three women.

A new legislation on maternity leave is soon to be passed, providing 4 weeks before and 6 weeks after the birth of the child.

In the political arena, women were not voters in 1956, but in 1988 the majority of the voters were women. There are two female government ministers and three senators. In the judiciary there are four women magistrates. (See **Annex V** for more details.)

Belize

The perception of women as inferior is changing in society and the status of women in education reflects their overall status in the society.

There are more women teachers than men, this is far from evident when one looks at the administrative positions. Only one woman has been elected on to the national executive of the teachers' organisation.

The maternity leave legislation discriminates against the unmarried female teacher. The unmarried teacher is forced to resign while the married female is granted three months maternity leave of which two months are paid.

The number of organisations which support women's causes and which are formed by women is increasing, e.g. Family Life Organisation and Women against Violence and Crime. Some of these receive government support.

Montserrat

Three (3) Permanent Secretaries are women. The Postmaster General is a woman. Of the 165 teachers on the island, 75% of these are women. Most of the school principals are women.

The technical subjects are offered to both male and female students. Despite the fact that access is available in these new areas, few students switch from the traditional courses. In 1986, the secondary school collaborating with the technical college had one female student graduating in electrical science.

Family life courses have been successful in reducing the incidence of teenage pregnancies. This course is offered to both sexes to make them aware of the consequences of engaging in unprotected sex. The girls who do get pregnant and drop out of school have the possibility of registering in a programme which provides such skills as basic mathematics and English.

Married teachers are eligible for three months maternity leave, i.e. one month before and two months after the birth of the child. On the other hand the unmarried teacher has to resign after 5 months or at the end of the term whichever comes first.

9 of the 13 school representatives are female. The teachers' union works very closely with the Montserrat Allied Workers' Union, the trade union centre, whose Secretary General is female.

Jamaica

The unemployment rate among women is higher than that of her male counterpart. When they are employed, women are usually in the lower paying jobs. However, many women have distinguished themselves in executive positions, but this represents only a small percentage of the country's women. Often women are unable to upgrade themselves because of their low incomes and because it is the woman who must tend to the family.

In responding to some needs in the area of women's affairs, a Bureau of Women's Affairs has been established to assist women in being better equipped for the job market. Likewise, a Women's Centre has been set up to help teenage mothers continue their secondary education.

80% of the classroom teachers are women. The percentage of male principals are higher and at the tertiary level there are more male than female lecturers. In the 24 years of existence of the JTA, 19 of the 21 Presidents have been men, elected by a predominantly female membership.

A Project for the Advancement of Early Childhood Education (PACE) was recently launched to assist basic school teachers (almost all women) in upgrading their skills. (See **Annex V** for more details)

Canada

Canadian teachers have been undertaking a careful analysis of how gender inequalities are reflected and perpetuated in school systems and public education and to identify how best to achieve equality for teachers and students. It has become clear that educational reform is inseparable from societal change. Hence there has been an attempt to influence public policies and attitudes on gender-related issues.

Although women represent a slight majority of all teachers, they represent fewer than 10% of all principals and fewer than 15% in all positions of added responsibiltiy. The professional organisations and unions of teachers continue to be male-lead and male-dominated. Although most have supportive policies on record, few have active programmes supporting the concerns of women and education.

At the national level, CTF has had a programme in place to address the concerns of women in education since 1975. It maintains a contact network with women responsible for status of women programmes in its 13 member organisations. The networks meets yearly and exchanges information, research, project information and resources.

Within the CTF there is a large number of committed teachers, mostly but not exclusively female, who believe that there can be no greater service to their students, their colleagues, their profession and their country to do everything in their power to make gender equality a reality. They will succeed because they refuse to settle for less.

(See **Annex V** for full text of CTF paper.)

United States

In the 16,000 school districts, most teachers are women. About 25% deemed to be professional. 52% of the student population is female and classes are co-educational. However, sex-stereotyping is still very evident in sports, sciences, mathematics and computer courses.

There is a thrust to improve the content of text books by showing women in non-traditional roles. Sex education programmes cater to both sexes and the results are encouraging. Most students involved in such programmes are seen to be deferring sexual intercourse until later. Sexual clinics have been established to deal with teenagers who have become pregnant.

Teachers may receive three months maternity leave, but this leave is unpaid leave. Paternity leave is also available. This leave can also be taken by parents who adopt children so that the new parent will have time with the child.

The struggle for equal pay exists in the following areas: black/white and elementary/secondary.

About one half of the presidents of the NEA has been women. At present 5 of the 9 Committee members are women. The professional staff include women, two of which hold top positions. Delegations representing the NEA abroad must have equal representation of men and women.

(See **Annex V** for the full text of the NEA paper.)

In the first session after lunch, Lorna Gordon-Gofton looked at the **Stereotyping of Caribbean Women.** In her presentation, Mrs. Gordon-Gofton noted that all cultures have and use stereotypes as role models which act as agents of social control and preserve the

norms of the specific culture. The internalisation of these stereotypes affects the development of the individual's self-esteem and her social relationships because often the images conflict with reality.

Stereotypes are perpetuated in the media, in particular, through advertisements and the music aired. The most common of these are the lover, the mother, the wife, the seductress, the submissive partner, the mistress. Traditional images as well as new role models arising from the women's movement prevail and create even more conflicts for today's women: for example, the role of the 'strong black woman' being family oriented, vis-a-vis the feminist, being career oriented. Media images reinforce these concepts in the society, and often presume female inferiority.

Human beings develop a semantic environment which consequently conditions their thinking and fashions their reality. The mass media exercises significant influence over this environment; and **men** control the media. Thus the images are always being reinforced from the perspective of men.

The woman is therefore continually confronted by three levels of self:

Personal self-concept = What I am
Social self-concept = What society expects me to be
Ideal self-concept = What I want to be

In addition to juggling with these three images, the individual is also faced with the very real problem of self-contempt as manifested within the society:

1. Women not trusting other women
2. Women lacking confidence in other women
3. Women not supporting other women.

In conclusion Mrs. Gordon-Gofton challenged the participants, as educators, in their efforts to have 'real' images of women being projected and reinforced in the society, to consider:

1. Examining the socialising process.
2. Reinforcing positive female images.
3. Reviewing and being aware of the semantic environment, in particular, the language of the media.
4. Exploiting modern technological developments in media for educational purposes.
5. Providing guidance as well as peer counselling for both girls and boys.

In the proceeding discussion it was noted that initially out of the International Year of the Woman activities the Caribbean had mistakenly assumed the same priorites as the rest of the developed world with its anti-male bias; this has been corrected. However, the region needed to develop the area of Men's studies in recognition of the fact that if women are redefining their roles then there is need for the redefinition of male roles and encouragement for the development of a 'new male' to keep abreast of the woman in the society.

There was also discussion on the need for women to be mobilised and sensitised on such issues as rape and sexual harassment. For without continual and open dialogue, there will always be a need for crisis centres which are a 'band-aid' solution rather than a preventative measure.

In the final session a panel of professionals dealt with the topic: **Women as Societal Leaders - Politics, Business, Profession.**

Elaine Allen, a chartered accountant who operates her own business shared her experiences as a member of the minority studying in the United Kingdom and as a business person. She noted that she always had to work hard to prove her worth. She underlined that the product of women's work had to be of a high professional standard and it was on the basis of her professionalism that she maintained her clients. She felt that women had to command the respect that they wanted and not just demand it.

Hillary Phillips dealt with women in law and noted that setting up the Law School in Jamaica created openings for an increased number of women. Female lawyers now dominate the arena of law reform. In Jamaica, the director of legal reform is one of the few female lawyers who is a Queen's Counsel. She observed that there was need for legal reform as legislation was very deficient in its protection of women in relation to her person, her property and her progeny. It should be realised that although laws are originally proposed by politicians, it is the legal draftsmen and draftswomen who are ultimately responsible for the final legislation. Credit may be given to the role of female lawyers for social legislative reform which have addressed certain women's issues.

Mary Futrell explained that she had been brought up by a single parent and that her mother had advised her that being a poor, black female was no excuse for not learning. She emphasised that women should realise that one was not born a woman but one becomes a woman. Women have made progress in redefining their roles but they still have a long way to go. Women are still the most illiterate and the poorest even though they make up half the population. She also underlined the fact that if women were paid for the services they provided in the home, they would earn an estimated US$3 million per annum.

Jeannette Grant-Woodham, an educator, who is at present a Senator holding a ministerial portfolio, shared her experiences as a political leader. She noted that she had entered politics as a fair educator and that, at the grass roots level, the political organisers were the women. The recognition of this fact has led her to believe in her own potential: if you are willing to do all the work behind the scenes, why not be willing to take on the work from the visible position of leader. She also noted that when she represented her country for the first time she had to work night and day for a couple of weeks to read all the briefs which had been prepared. The essential lesson is that when you set out to do something, you have to be prepared to play the role required.

In subsequent discussions, it was felt that women who have been pioneers should document their experiences and the solutions they found to overcome their difficulties in order to encourage other women to pursue similar careers. There was consensus that a strong support from family and/or friends was an important factor in the individual's capacity to cope with the additional demands placed on her as leader. Although female leaders were increasing, there was still the need for women to recognise their talents and to encourage each other to take on these roles.

Friday, 8 April

These sessions were chaired by Mr. O'Keefe, WCOTP Executive member.

Teachers Organisations as Trade Unions was presented by Mr. Audley Gayle O.D., Assistant General Secretary of the National Workers' Union (NWU), in the first session.

Mr. Gayle focussed on the trade union role of teachers' organisations and their special place in the workers' movement. He also emphasised the following aspects:

trade union organisations must increasingly demand full involvement in social and economic planning, and development;

teacher organisations must ensure that their administration respect and reflect the views of their members;

teacher organisations, like other progressive trade unions, must employ the mass media and legislative process as the means of achieving certain of its objectives;

teacher trade unions are strategically placed for preparing young people for the working world, developing in them a social awareness and informing them of the importance of trade unions.

Mr. Gayle challenged teachers organisations to play a positive and dynamic role in alerting society to the implications of the technological revolution the world is experiencing. He indicated that teachers organisations because of their strategic position in the labour movement had the responsibility to let their voice be heard on such matters as:

- job content of workers affected by the new technology
- displacement of the employed as a consequence
- new health and safety problems

In his closing remarks Mr. Gayle recalled his trade union's fight for job security for women, and for no discrimination on the basis of sex. He continued by recalling the WCOTP's commitment to the promotion of equality of opportunity and basic individual and collective freedom and by stressing that these objectives should be pursued by every trade union in its operations.

In the second session, the group examined the priorities it wished to address in its recommendations and conclusions. These included:

- maternity leave legislation
- women programmes within teacher organisations
- media and the effects on children and society in perpetuating stereotypes
- activities at the national level as a follow-up to this meeting
- involvement of teachers in the political process
- dissemination and examination of WCOTP Policy on Women in Education and in teachers' organisations
- trade union education, management and professional training for women
- opportunity for women in a teacher exchange programme within the region
- involvement of teachers' organisations in the labour movement
- teachers being paid less than their counterparts with similar qualifications in other professions
- job security for female teachers
- hidden discrimination in practices where posts of responsibility with opportunities for higher salaries are reserved for men.

The meeting agreed to appoint a drafting committee which could synthesise and formulate the many concerns arising out of the discussion. The drafting committee comprised:

Bernita Sampson	Antigua & Barbuda
Dorcas Rolle	Bahamas
Marguerite Cummins-Williams	Barbados
Joan Lucas-Roches	Belize
Rhoda Minors	Bermuda
Virginia Albert	St. Lucia
Paula Robinson	WCOTP Secretariat

In the session after lunch, there was a panel discussion on the theme: The Role of Women in Teachers' Organisations. The panel comprised:

Marguerite Cummins-Williams	President BSTU
Joan Meade	President MUT
Ellorine Walker	Past President and Trustee JTA

Marguerite Cummins-Williams in sharing her experience highlighted the following:

- in the BSTU many women leaders are senior teachers
- the union had very efficient records and was well-managed
- as a leader she benefitted from the good support system existing among members
- it was important to know when to refuse certain tasks and/or roles
- equally important for women teachers not to reinforce stereotypes in their dealings with male students.

Mrs. Ellorine Walker admitted not recognising that a "problem" existed until she did her research for her paper. In the 94 years of the

existence of a teachers' organisation in Jamaica, three women have occupied the position of National President for 7 out of the 94 years. The role of women in the organisation has traditionally been a social one: arranging tours, organising social events and raising funds.

Today women continue to elect their male counterparts even if unqualified and though the latter comprise only some 20% of the organisation. It is evident from this statistic alone that women need to examine the situation and answer some of these questions:

- to what extent are women prevented from pursuing a leadership role?
- do women see men as a superior, even if the objective reality belies this image?
- are women pandering to male chauvinism?
- to what extent are women preventing themselves from taking on leadership roles?

In Joan Meade's presentation, she exhorted her colleagues to positive action to change the present situation in teachers' organisations because individual women have proven time and again that women are capable. She suggested the following actions for consideration:

- Women must initiate change
- Women must sensitize men to women's need for change
- Women must teach others to cope with change while changing themselves
- Women must demonstrate positive role models and develop a feeling of self-worth in girls.
- Women must demand that female teachers have access to improving their competence
- Women must keep abreast of legislation affecting education and women.

In the discussion following the presentations, it was agreed that women had to decide for themselves what they were going to do and which roles they would play in their organisation, school and community.

In tackling the conflict of career and family responsibilities, it was felt that wives and mothers should accept that husbands and fathers should have equal responsibility and therefore women should not have to make a choice between having a career and being active in an organisation on the one hand, and being a mother and a wife, on the other.

How different cultural/ethnic groups influenced the education system and the role of women in Belize was asked. It was stated that male dominance is particularly apparent in the Indian communities, women have greater freedom in other ethnic groups and hold leadership positions in the teachers' organisations.

This question led the group to consider if insisting on sexual equality as a value was not insisting on cultural change. Concensus was reached that the group was not insisting on a cultural revolution but rather on the empowerment of the individual to make a choice.

Saturday, 9 April

The training sessions were conducted by Dr. Phyllis McPherson-Russell who described the work of the two final days as an opportunity for the women to develop their own leadership skills and to learn how to help others in this area.

There are two considerations to be addressed

1. the concept of power
2. the concepts of leadership

The group brainstormed to find concepts which were synonymous with power and came up with the following:

authority	top position	will
responsibility	energy	control
competence	order	potentiality
diplomacy	prestige	charisma
influence	dictator	dominance

It was felt that these concepts were mostly positive or neutral except for the idea of dictator and dominance. It was pointed out that people to not aspire to leadership (power) because it is seen as negative. Yet the exercise demonstrated that the women present had a positive concept of leadership.

Dr. McPherson-Russell challenged the group by posing the question: if we consider leadership in a positive light, why don't more of us aspire to hold positions of leadership?

A series of questions were then posed to explore how power was reflected in the reality we experience.

Who exercised power?

- politicians, employers, rich, police, parents, teachers. (In all these groups men were perceived to hold more power than women.)

What was done to exercise power?

- make decisions, organise, supervise, make money, assert themselves, delegate responsibility.

Why?

- to maintain status, wealth position, to achieve more, to benefit self and others, for self-satisfaction, for paternalistic, patriotic and/or altruistic reasons.

When?

- feeling threatened, in a crisis, showing off, a need is perceived, mandated or urged to.

Where?

- home, school, workplace, community, world.

The group then had to consider the question: if women want to assume power, how do we want to utilise it?

In response to this question, the group agreed that women had no fixed leadership roles so they could choose what they should be as leaders in accordance with the needs of their organisations. It was highlighted that women had to be educated

1. that they can make choices, and
2. how to accentuate/energise the positive aspects of leadership and deenergise the negative.

Definitions of power

The group provided this definition of **power**:

- the ability to make things happen or not happen.

The group defined **powerlessness** as a lack of control and an inability to affect others and/or events.

The group then had to examine the concept of **empowerment** and what this meant for women. The group decided that the two important aspects of this concept were

1. the process of enabling an individual to assume responsibility or a position of power, and
2. the ability to demonstrate "power".

Success was defined by the group as a state of mind, a feeling of self-worth and a mastery of a situation/job.

In the second and final working session of the day, the group considered the different roles required of a leader and the skills needed to play these roles. A table illustrating the roles and the specific skills was drawn up as shown on Annex VII.

Sunday, 10 April

In the two sessions remaining for training, Dr. McPherson-Russell introduced the force field analysis model and got the group to apply this to method to analyse their situation in teachers' organisations.

Unlike the "trait" theory that leaders are born, the forcefield theory proposes that there are driving forces pushing you towards your goal and there are "restraining forces" moving you away from your goals. Thus to achieve your goal, in other words to move forward some imbalance has to be created between the prevailing forces.

There are three ways of creating this imbalance:

1. increase the intensity of the driving forces.
2. remove the restraining forces and/or their effects.
3. combine options 1 and 2.

Force field analysis cannot be applied without a goal, a present concern or situation which one desires to change. The procedure of analysis is as follows:

Step 1

Describe the situation as it is **(Present)**.

Step 2

Describe the situation as you wish it to be **(Future)**.

Step 3

Identify the driving/restraining forces in the present situation.

The schema for focussing on any problem would therefore look like this:

Present Situation
Future Situation
Analysis
Plan
- who (actors, beneficiaries)
- what (concept)
- why (purpose)
- when (time, timing)
- where (venue)
- how (methods)
- how well (evaluation)

The group applied these formula to women in leadership positions in Education and Teachers Organisations. Reproduced below is an example of what the participants produced.

Present situation

Few women in leadership positions in Education and Teachers organisations.

Future Situation

Increased numbers of women in leadership positions.

Analysis

	Driving Forces		Restraining Forces
1.	Women are in the majority	1.	Little support for women
2.	Educational Opportunities	2.	Stereotyping
3.	Positive Role models	3.	Cultural constraints

4.	Laws enforcing no discrimination on the basis of sex	4.	Low self-esteem/ self-confidencee
5.	Support/encouragement of family and friends	5.	Scarcity of Role Models
6.	Job openings available	6.	Inadequate support systems
7.	Family Planning	7.	Fear of Scruting
		8.	Economic restraints
		9.	Women expected to fulfill too many roles.

Plan

who	-	women who are potential leaders
what	-	rules and regulations of system, develop decision making, negotiating and communication skills, self-assessment, etc
why	-	to lead effectively, to develop necessary skills, to remove the female stereotype
when	-	over a 3 - 5 year period
where	-	national, regional, local level of organisation and in the community
how	-	lectures, workshops, drama, the media
how well	-	more women become leaders and perform competently.

After the coffee break, the participants examined the draft of recommendations and conclusions prepared by the Drafting Committee. After some discussion and amendment, the final text which was adopted is reproduced on pages 1 - 3 of this report.

Joan Lucas-Roche moved and Rhoda Minors seconded that the Recommendations and Conclusions of the meeting be endorsed and transmitted to the WCOTP Executive Committee.

Carried Unanimously

The closing ceremony took the form of an informal dinner. This was attended by participants, presenters and members of the Jamaica Teachers Association. On this occasion selected participants gave their highlights and impressions of the work accomplished in the 5-day meeting.

Certificates of participation were presented by Kléber Viélot. The JTA also made presentations to the WCOTP Executive Committee members, the CTF Representative and WCOTP staff. On behalf of the participants, Rhoda Minors presented Pat Robinson with a gift as a token of appreciation for the tremendous work which was put into the meeting by the Jamaica Teachers Association.

Avernella Thomas closed the proceedings with a vote of thanks.

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ANNEX II

PROGRAMME

Tuesday, April 5, 1988 - 6:00 p.m.

OPENING SESSION

WELCOME	-	Mr. Dundee Hewitt President, JTA
GREETINGS	-	Ministry of Education Canadian Teachers' Federation National Education Association
BACKGROUND & OBJECTIVES	-	WCOTP
KEYNOTE ADDRESS	-	Mrs. Fay Saunders
VOTE OF THANKS	-	JTA Representative

7:30 p.m. - 8:30 p.m COCKTAIL

Wednesday, April 6, 1988

09:00 a.m. - 10:30 a.m.	-	**Historical Overview of the Teaching Profession in the Caribbean**
		- Professor Errol Miller Teacher Education University of the West Indies
10:30 a.m. - 11:00 a.m.	-	COFFEE BREAK
11:00 a.m. - 12:30 p.m.	-	**Educational Opportunities for Caribbean Women**
		- Dr. Marlene Hamilton Dr. Elsa Leo-Rhynie
12:30 p.m. - 02:00 p.m.	-	LUNCH
02:00 p.m. - 03:30 p.m.	-	**WCOTP Policy Statement on Women**
		- Mrs. Mary Hatwood-Futrell
04.00 p.m. - 05:30 p.m.	-	DISCUSSION

Thursday, April 7, 1988

09:00 a.m. - 10:30 a.m.	-	**Viewpoint - Country Representatives (5-minute Presentations)**
		- Barbados, Bermuda, St. Kitts, St. Lucia, Trinidad, Canada
10:30 a.m. - 11:00 a.m.	-	COFFEE BREAK
11:00 a.m. - 12:30 p.m.	-	**Viewpoint cont'd**
		- Antigua, Bahamas, Belize, Montserrat, Jamaica, USA
12:30 p.m. - 02:00 p.m.	-	LUNCH
02:00 p.m. - 03:30 p.m.	-	**Stereotyping of Caribbean Women**
		- Mrs. Lorna Gordon-Gofton

04:00 p.m. - 05:30 p.m. - **Panel Discussion**
Women as Societal Leaders - Politics, business, profession

- Jeanette Grant-Woodham
  Hillary Phillips
  Mary Hatwood-Futrell
  Elaine Allen

Wednesday's and Thursday's sessions were chaired by Mrs. Mary Hatwood-Futrell.

Friday, April 8, 1988

09:00 a.m. - 10:30 a.m. - **Teachers Organisations as Trade Unions**

- Mr. Audley Gayle O.D.,
  Assistant General Secretary
  National Workers Union

10:30 a.m. - 11:00 a.m. - COFFEE BREAK

11:00 a.m. - 12:20 p.m. - **Recommendations & Resolutions**
- **Nomination of Drafting Committee**
- **Brainstorming session**

- Ms. Paula Robinson

12:30 p.m. - 02:00 p.m. - LUNCH

02:00 p.m. - 03:30 p.m. - **The Role of Women in Teachers Organisations**

- Marguerite Cummins-Williams (Barbados)
- Ellorine Walker (Jamaica)
- Joan Meade (Montserrat)

04:00 p.m. - 05:30 p.m. - DISCUSSION

Saturday, April 9, 1988

09:00 a.m. - 10:30 a.m. - Leadership workshops

10:30 a.m. - 11:00 a.m. - COFFEE BREAK

11:00 a.m. - 12:30 p.m. - Leadership workshops

Saturday afternoon dedicated to a tour of Kingston.

Sunday, April 10, 1988

Free for Church until 10:30 a.m.

11:00 a.m. - 12:30 p.m. - Leadership workshops

12:30 p.m. - 02:00 p.m. - LUNCH

02:00 p.m. - 03:30 p.m. - Leadership workshops

04:00 p.m. - 05:00 p.m. - Recommendations & Resolutions

Leadership workshops were conducted by Dr. Phyllis McPherson-Russell.
Working sessions held Friday thru Sunday were chaired by Greg O'Keefe.

CLOSING CEREMONY - DINNER - SUNDAY NIGHT

KEYNOTE ADDRESS
THEME: "WOMEN IN EDUCATION"
5 APRIL 1988

The spotlight cast in 1975 - International Women's Year - on the role of and opportunities available to approximately half of the world's population in many aspects of human endeavour and in almost every society has been (several persons would argue) one of the most revealing exercises engaged in during the 20th century.

The identification of the magnitude of discriminatory practices in place against women and accepted as the norm in the scheme of things for so very long should have been sufficient to unsettle at least, several of the bases on which civilised, modern society has appeared to develop and prosper. It is true to say that the level and range of stereotyping of the roles assigned to women, together with the insidious and deeply engrained nature of the many discriminatory practices surprised even the most alert as the situation came under increasingly intense scrutiny. And the perceptions held by a significant enough number of persons - including women themselves - that there were/are really no disadvantages/barriers faced by women have made progress in changing the order of things slower than was anticipated.

In this paper, I should like to explore among other things, the accuracy of these perceptions with specific reference to women and education. If at the same time we consider those factors which have played a major role in establishing and engraining the notions of the place which women should occupy in society, then we will be able to move forward to develop strategies which may be employed to reinforce the changes which appear to be taking root in many places.

It is important to begin by reiterating the fact that education is a political process which society employs to determine how individuals are allocated to its resources. Education is also one very influential means by which distinctions/divisions in the society are maintained. Further, the roles played by male and female citizens have always been reflected in and reinforced by the education system of any society.

In the Caribbean region, the political nature of education and the roles assigned to women have been further reinforced by the historical development of the various territories. Through long periods of colonialism and the ultimate effects on the economy, significant ethnic and cultural diversification which developed the pattern of outside-of-region domination had a pervasive influence on the beliefs and ideas of the local population. The belief that everything foreign is superior to local endeavours and outputs is still very much with us today. From the point of view of education, the stranglehold which the revered belief in the supremacy and efficacy of British educational structures and processes has had in all the territories is only now

beginning to disappear. Indeed, I believe that the Caribbean people as a whole are letting go of their reliance on the British educational syndrome with some reluctance. As far as the education of women is concerned, their ideological role and the education to support it, was imported "lock, stock and barrel" from Britain. It bears repeating that such education as was originally provided for girls was designed to suit the perceived needs of wives and daughters of the upper classes and colonial administrators, with educational provisions being essentially cast in the mold of fitting women for the role of homemaker, wife, mother and companion. The intervention of the church in the late 19th Century bringing with it its moral and religious principles, did much to strengthen the belief in the correctness of this pattern of education provided for women. One only has to consider the lasting impact which the single-sex school and its related curriculum has had on the courses and programmes of study followed by women. For although the single-sex school is now a dying concept, courses of study instituted in them continue to influence strongly the programmes followed by girls. In addition, the cultural notions brought to the region in the period when indentured labour was imported has also been an important influence on the education provided for women. This influence has been particularly strong among the East Indian and Chinese sections of population among whom the protection of the girls and the nurturing provided as a preparation for marriage continued well into mid 20th Century.

With the establishment and development of public education systems since the mid 19th Century, it is true to say that education for the populace as a whole has increased in quantity and quality. Education provisions at the primary level (ages 6 - 12 years) have been available for both sexes as the systems developed and expanded. In terms of curricula provided, however, where primary schools have the facilities to offer subjects other than the regulars i.e. 3 Rs, science, social studies and the like, the distinctions continue with girls being taught sewing, cooking and the like, while boys are exposed to such subjects as woodwork and gardening.

Generally speaking, primary schooling for all has been an established pattern throughout the region for several decades with few examples of stereotyping in terms of the curricula. It is accepted however that much more work needs to be done with respect to the textbooks in use. Fortunately, local or regional materials for classroom use is on the increase and Ministries of Education, curriculum specialists, authors and teachers have a good opportunity to ensure that the contents of these materials are free from gender stereotyping. Every effort should be made to see that this occurs.

It is at the secondary and tertiary levels of education perhaps that the greatest paradoxes in the advances made by women is to be found. As we are all well aware, the provisions of free secondary educational opportunities for all has been a relatively late development in the region.

Among the larger territories, free secondary education was introduced in Trinidad & Tobago in 1961, in Barbados about the same time while

Jamaica did not arrive at this stage until the early 70's. In the smaller territories, this development took place at various stages in the decade 1960's-1970's. The provision of free secondary educational opportunities for all is probably the most important social forward movement which has taken place since the era of decolonisation begun and constitutional and political reform put in place. It is known that the percentage of students enrolled and attending secondary schools in all the territories has increased by as much as 35% in some places. Not surprising, perhaps, is the fact that the increase in female students have been more marked than the increase among male students. Indeed, in several territories the overrepresentation of girls at the secondary level has been noted particularly.

This is illustrated most noticeably in entries for CXC examinations for which a pattern of 60:40 in favour of girls has been evident. Cultural factors are considered to be one important factor in accounting for this situation. For example, a survey carried out in Trinidad & Tobago in the 1970's revealed that more East Indian girls than boys are to be found in secondary schools while more black males are enrolled than black females. It is considered that this situation among East Indians may be a function of the family structure in this ethnic group. Boys tend to help in the agricultural sector while girls are allowed to attend school or remain at home. More girls are choosing to go to school as this course is perceived to provide better opportunity for the independence of a career. This situation is not unique in the overall picture of secondary school enrolment. Other factors - economical, sociological and curriculum offerings - are known to play a part in influencing lower enrolment and attendance among boys particularly in the later stages of the secondary schools.

The vastly improved opportunities for secondary education has, as far as girls are concerned, been both a blessing and a disappointment. For while equality of opportunity has been highly (and deservedly) touted, the opportunities for girls have been less than equal. For little positive dynamism and effort appears to have been put into providing equal opportunities as far as curriculum offerings are concerned. In addition, very little effort has been expended to change the traditional subject orientation among students and parents. In the vast majority of cases, curriculum and subject choices for girls remain the same as they have always been. Thus in the subject areas such as Business Education, CXC records that girls make up 74% of the entries for the range of subjects in the area which include Typewriting (94%), Principles of Business and Principles of Accounts. Entries for Home Economics subjects continue to be almost entirely from girls.

In contrast, entries for technical vocational subjects are recorded almost entirely by boys (96%). One pleasing note, is that for Agricultural Science, 44% of entries is from girls. This situation is reflected later on in life in the employment pattern for secondary school graduates. One survey conducted in 1986 showed that of the 410 firms surveyed across the region, of the nearly 39,000 women employed, the majority of them are employed in Government, hospitality, business and finance, and light manufacturing. Further they function as either production workers, service workers or secretarial and clerical staff.

Indeed, it is worthy of note that the survey revealed that more than 90% of clerical/secretarial staff are women.

At the tertiary level of education, equality of opportunity for entry is also the pattern with a noticeable increase in enrolment of women generally, at the three campuses of the University of the West Indies (UWI). At the St. Augustin campus in Trinidad, the percentage of women enrolled in 1987/88 is 49.3%. At the Mona Campus in Jamaica, 59% of the students are women while at Cave Hill Campus in Barbados, the percentage of female enrolment is 56%. However, the pattern of courses being pursued by women remains mostly traditional. Some examples will illustrate this point. On all three campuses, more than 70% of students doing degree programmes in Arts and General Studies are women, more than 65% are pursuing programmes in the field of education while in Natural Sciences, 45% of students at Mona in this faculty are women, 41% at Cave Hill and 49% at St. Augustine. In Agriculture 48% of the students in undergraduate courses in 1987/88 are women - a significant increase in this particular area and a follow-up to the level of entries at CXC. Other areas worthy of mention because of the progress made are Law (66% of women at St. Augustine, 58% at Cave Hill and ...% at Mona) and in Social Sciences Faculty where 56% of enrolment for the three campuses are women. Enrolment for Medical Science Faculty for the whole university is approximately 42%. Given the position of honour which universities still enjoy in the hierarchy of educational institutions, the pattern of overall female enrolment at the UWI does give rise to satisfaction in terms of the progress which has been made.

The picture is not as encouraging in tertiary institutions which do not follow the accepted university pattern. At one leading institution designed to concentrate on technical education, overall female enrolment over the past three academic years has remained around the 25-28% figure with the involvement of women confined to commerce, sewing, cosmetology and home economics. Participation in areas such as building, electricity and electronics, engineering has been very limited. At another such institution, 60% of enrolment in Technical/Industrial Arts Department are women. However this figure is heavily influenced by the number of women pursuing Business Education courses. One well developed Community College reports that 63% of enrolment for 1986-87 are women with over 60% female enrolment in divisions such as Commerce, Fine Arts, Liberal Arts but 3.6% in the division of Technology.

There is no need to refer to enrolment at Teachers' Colleges across the region since it is well known that women students predominate in these institutions.

That societal attitudes continue to play a significant role in determining the path followed by girls in their educational careers needs to re-emphasised. These intangible forces may have been eroded to a greater extent if specific and positive steps had been taken at policy making levels to ensure that equal access to schools was matched up by equal access to courses in keeping with individual choice, ability and aptitudes. But the traditional male/female syndrome especially at the secondary level of education, the conflict between

the roles of domesticity and femininity and participation in a wider range of activities has continued to militate against greater absorption into a wider range of educational opportunities. In this respect, teachers and educational administrators have played a significant role in maintaining the status quo. For the whole attitude and approach within the institutions themselves, unconsciously perhaps, have ensured the preservation of the division in male/female participation in courses. The arguments may be advanced by many that the limitation of resources in most institutions has to be the determining factor in assignment of students. This situation coupled with the traditional approach of parent or student is the rationale for the on-going traditional pattern, it is argued. The need to regard all students in the same light is evidently an approach which needs to be fostered and developed. The implementation of a policy of encouragement for girls to move into new directions should be a regular process in education systems.

In the overall, it is fair to say that tremendous strides have been made in educational opportunities provided for women in terms of the freedom to enter institutions of learning. It is pleasing also to note, that women have been availing themselves of the opportunities.

Another area which I wish to direct attention as we continue discussions on the theme of this conference, is the teaching profession. It is well known that for a number of reasons, teaching as a career is seen as "woman's work". At the level of the primary schools, women teachers account for more than 70% of staffs in an overall computation. Jamaica reports 88%, Trinidad and Tobago 71%, Barbados 77% while Grenada, Lucia, St. Vincent and the smaller islands affirm that "a high proportion" of their primary school teachers are women. The high percentage of women teachers at this level is not new, but it is noticeable that the proportion continues to increase. In the secondary system, where originally there was a predominance of men given the emphasis on education for boys and the pattern of single sex schools, there has been an increasingly number of women teachers. This is true of the larger as well as the smaller territories.

Jamaica records 67% women teaching in its secondary schools, Trinidad & Tobago 52%, Barbados 56% while the smaller islands report again an increasingly "high proportion" of women. It is noteworthy also that many schools now depend on women to carry the teaching in their science (including Physics formerly an all male domain) and Mathematics departments. Areas such as guidance counselling are serviced almost completely (93% in one territory) by women. However my investigations revealed that in the Technical/vocational subject areas (except for Home Economics and Business Education where all teachers are usually women) very little change is evident. The only territory reporting on this aspect, recorded that a **maximum** of 5% of teachers in Agricultural Science, technical/vocational areas are women. Such information as I have been able to gather about the teaching staffs at the UWI, Technical Institutions and Tertiary Institutions reveal that overall female staff membership has grown somewhat but is more noticeable in some areas (for example Faculty of Education (UWI), Business Education (CAST, SJPP).

The predominance of women in the teaching profession at the secondary level has resulted from the fall off in the number of men opting for teaching positions. The reasons for this situation are twofold:

(i) the financial rewards by comparison with other professions/sources of employment

(ii) the almost complete absence of opportunities for promotion in a teaching career.

More women appear to be able to deal effectively with these disadvantages. Other considerations (e.g. integration with family commitments) also contribute to women retaining their teaching positions.

It is worthy of note at this point, that the teaching profession led the way in the achievement of equal pay for men and women. In most territories this position was reached even before political independence.

Since women are now in the majority in the teaching profession, one useful measure of their progress in education perhaps, is the extent to which they are occupying leadership roles. My research has been revealing in this respect. The information I have from several territories shows that at the Primary level the majority of Principals/Headteachers (65-70%) are women. At the secondary level while the majority of teachers are female as noted before, the proportion of female principals falls below 35% in the territories for which this information has been available. It should be noted also that women often occupy the positions of deputy principals in institutions with male heads. When it is considerd that secondary school principalship was formerly a male preserve especially in the era of single-sex schools, women have made some progress in this respect. It is known, however, that there is still a leaning towards the male principal and in at least one territory, advertisement for these positions continue to show a preference for male incumbents. At the tertiary level, women are making their leadership abilities known and in five of eight teachers' colleges in Jamaica, women occupy the top position of principal. In at least two of the smaller territories, the Principals of the Teachers' Colleges are women.

Research into leadership positions held by women at other levels of educational administration does not reveal as satisfactory a situation as that given above. Still, there has been some progress.

At the national level of educational administration. of the 15 English speaking territories in the more than 25 years since political and constitutional changes have taken place, four territories have appointed a woman to the position of Chief Education Officer (three women currently hold the position). Also, in three territories, women currently hold acting appointments in this position. In addition in most of the territories, women are playing leading roles as heads of important sections for professional work in Ministries/Departments of Education. On the regional scene, significant contribution to the

development and work of the Caribbean Examinations Council has been and continues to be made by women, the most noticeable of which is the incumbent Pro-Registrar.

I have painted a rather detailed picture of what is taking place in education for the women of the Caribbean. The scenario could be described as upbeat and positive in many respects. It may be true to say that if numbers are to be the sole criteria, then the overall assessment must be that the progress has been significant indeed.

Yes, girls and women now have equal opportunities to enter public educational institutions. Yes, women are enrolling and attending in significantly increased numbers at all levels. Yes, attendance in some cases exceeds that of their male counterparts and certainly in terms of ability and achievement women are more than holding their own. Yes, women now occupy leadership positions in good numbers. Yes, indeed, all the numbers tell us that there is good reason to be satisfied in what has been achieved. And yet, there are those who admit to a sense of quiet unease. Has the progress been as real as that indicated by the numbers? It is being unrealistic to wonder whether we face here the old adage "the more things change the more they remain the same"?

I believe that a careful examination of the situation could lead to the conclusion that in a real sense, the equality in educational opportunities for women has been up to now, largely a formal, even theoretical equality. For the equality is being played out in the context of a basic inequality determined by societal and cultural norms and deeply influenced by the ideas and practices within the various segments of the different societies and especially within the sphere of family relations.

So the girls are now free to pursue their education at any level they choose and families are ensuring that they do enter the educational stream. But the majority continue to follow the traditional pathways open to women! But school curricula for the most part continue to reflect little if any change from traditional offerings! If resources are scarce (as they often are), the perceived needs of the male are those which usually prevail! In summary, the lower status assigned to females in Afro-Caribbean cultural and societal terms continues to perpetuate the age-old sexual differences in educational offerings. The result: what has been conceptualised frequently is not being acted out at implementation stage. In this situation, the onus must fall on those who occupy leadership positions including policy makers to take precise, definite and affirmative action to move the changes along. It is not sufficient to allow things to drift in the hope and expectation that all will work itself out in time. Teachers' organisations have a major role to play in this respect and should establish specific structures through which the issue is studied and addressed including ongoing representation to the "corridors of power". Teachers' organisations should recommend the necessary curricula changes and undertake action within their own ranks to ensure understanding of the issues involved, acceptance of the need for change and commitment to implementation. Teachers' organisations also have a major role to play in influencing the attitudes which surface often unconsciously, as

teachers interface with their students on a day-to-day basis. In this as in other areas, teachers cannot escape the responsibility to serve as role models for their students both in and out of the schoolroom. I make a special plea here to those in the profession whose responsibility it is to prepare young people for the very demanding job of teaching. For so much that is negative in attitudes can receive reinforcement at this sensitive stage. Teacher educators need to examine carefully their own attitudes and a specific programme to bring the issues "out front" and address them, should be put in place in the colleges and schools of education. Teachers' organisations can themselves illustrate the equality of women in the scheme of things by making a conscious effort to involve their women members at more highly visible levels - as leaders of committees or subgroups which are likely to hit the public eye - especially in areas which have been traditionally led by the male teacher.

In a profession that has a majority of women, their leadership roles and active involvement in many cases fall far short of what should be expected. This often results from the women themselves being unwilling to undertake leadership roles. The profession needs to find ways by which the current imbalance in leadership among its own ranks is addressed.

In other areas, Parent Teacher Associations should plan and implement specific programmes to assist parents (male and female) to understand how much scope there can be for their daughters to seek new avenues for development. The spotlight should also be directed to sons with a view to influencing their attitudes to the position of the male in the society.

Finally, I should like to address a few words to women in general. Women need to support each other! It appears that too many women still are prepared to identify with the male no matter how unqualified for a task rather than support the qualified and competent sister. Our young people take note of such occurrences and the perpetuation of male dominance is ensured.

It is trite to repeat in such a gathering perhaps, that cultural norms are very stubborn things to change. It may also be obvious to say that the deep-seated nature of some changes that have to be made in order to bring about real equality in education for women will only be achieved by a level of concentration and the will to succeed together with unfailing perseverance. Success demands committed leadership, solid unity of purpose and action. Education is everybody's business and can become nobody's concern.

We must applaud the progress made so far by women in education and redouble the efforts to ensure the desired solutions at the earliest possible time.

I close with a quotation from Dame Nita Barrow, that truly outstanding Barbadian and Caribbean woman "It is up to women to decide what are their goals. I don't think that women can say they don't have a chance... when it comes to the crucial point, every woman has to know

her own priority. The mistake is to place the responsibility on other people".

Fay E. Saunders

ANNEX IV

THE AVAILABILITY AND SUITABILITY OF EDUCATIONAL OPPROTUNITIES FOR JAMAICAN FEMALE STUDENTS: AN HISTORICAL OVERVIEW

paper prepared for the First Interdisciplinary Seminar
on Women and Development Studies

GENDER, CULTURE AND CARIBBEAN DEVELOPMENT

by

Marlene A. Hamilton

Faculty of Education
University of the West Indies

June 11, 1987

CONCLUSIONS DRAWN FROM THE REVIEW

These conclusions are drawn against the cautionary note that this paper has attempted to provide an outline only, of educational provisions and their suitability for the Jamaican female over the years.

1. 1655-1833

There was a little by way of educational provisions in Jamaica in the pre-Emancipation period. Where these did exist (largely arising out of endowments) they were intended to cater for white boys of the society. White girls were not expected to receive much by way of schooling - instead, they were to concentrate on learning the "little arts of coquetry" in the hope of attracting a husband. (One assumes that this would apply to the more affluent ones). Even when girls started attending Endowed Schools such as Wolmer's (in 1770) - and these would have been white girls of poor parentage - theirs was a simplified curriculum (Reading, Writing, Needlework and the like), largely devoted to preparing them to be good homemakers ("to marry respectably"), or for employment as seamstresses and mantuamakers. Some were also allowed to become monitors at school, and help with teaching younger children. This no doubt, paved the way to women's entry into the teaching profession (in time, "brown women", in addition to poor whites) in the 1820s and 1830s, mainly as infant school teachers. There were no provisions at all for educating Negro girls (slaves) during this era, except for isolated instances of missionaries attempting to offer religious indoctrination.

2. 1834-1899

After Emancipation in 1834, a type of elementary education gradually evolved for the newly freed. The curriculum for Negro boys and girls centred around the "three Rs" and religious education, since this was felt to represent an "appropriate form of schooling for children whom the legislators hoped would become estate labourers." Once this basic curriculum had been placed on a firm footing, domestic science subjects were introduced for girls in the upper classes of Elementary School (plain sewing, cooking and household duties). This, no doubt, provided some preparation for them to gain employment as servants of the wealthy - as cooks, laundresses and maids. On the other hand, secondary education still catered mainly for white children, and continued to discriminate between the sexes: girls were taught less taxing subjects (rarely the classics or sciences), and thus received instruction in areas such as Music, Needlework and French which were considered appropriate accomplishments for young ladies of the day. In time (around the 1890s), commercial subjects (Shorthand and Typewriting) were included in the curriculum, thereby permitting girls to enter the secretarial field. Entry into the teaching profession escalated, especially with the establishment of Bethlehem, Shortwood and St. Joseph's training colleges for women. Women teachers, however, received a much lower salary than did men.

3. 1900-1961

Many of the educational trends established by the close of the 19th century were perpetuated during the first half or so of the 20th century. Elementary schools (and later, Senior and Industrial Schools) continued to emphasize training in housecraft for girls, their graduates very often securing employment as domestic servants; although some from the Industrial Schools did, admittedly, become assistants to social welfare visitors and district visitors. Secondary education likewise emphasized the teaching of homemaking subjects for girls (the intention being to prepare them as wives, rather than domestic servants, however), along with secretarial skills. A few secondary schools began offering girls subjects traditionally taught boys (for example, Physics and Chemistry) but they were in the minority. Post-secondary education continued to centre around teacher training (although secondary high school graduates generally had no problem gaining employment as teachers without any further training). Such graduates could also find employment in banks (if they were the "right" colour) and as clerks in stores (but rarely in any managerial position); while nursing rapidly became a sought-after profession for this sex because of its call for a "nurturing" disposition. When the University College of the West Indies opened its doors in 1948, the student population was mainly male. Females, however, rapidly took advantage of such education, although this was usually in non-science fields. A Bachelor of Arts degree gained them increased access to certain areas of the Civil Service, as well as social work, teaching, librarianship, and, to a lesser extent, business and commerce. Their representation in the traditionally masculine fields of medicine, engineering and law continued, however, to be very limited, although in these professions, a few progressive women began to make their mark, even if they were not always accepted by society at large.

ANNEX V

WOMEN IN EDUCATION - A BSTU PERSPECTIVE

Women play a very important role in educating the young from infancy through adolescence into adulthood. Since examples registered in the early years are significant in later life, women must be careful to set examples in order to create desirable lasting impressions and teach children to be fit members of the society and humanity in general.

In Education in Barbados, women have held positions including those of Minister of Education, Parliamentary secretary of Education, Deputy (and now acting) Chief Education Officer, Education Officers as well as Heads of schools of all types. They therefore assist in the formulation of policy as well as in its execution. However, the number of women in school administration does not reflect the overall majority of women in the teaching profession especially beyond departmental head level. Vigilance is needed to ensure that co-education does not mean a reduction in the number of top posts available for women as has happened when boys and girls school have been amalgamated.

Salary scales in the profession are tied into those for the entire Public service but since there are fewer posts of responsibility in the teaching service there have been correspondingly fewer promotional opportunies for women. Also the increasing feminization of the profession seems to impede progress in increasing the number of posts of responsibility and other promotional opportunities.

The BSTU has been fortunate in having benefitted from dedicated and enthusiastic participation of its female members. Women have held office at all levels - in its 40 years as a Trade Union there've been 12 as Presidents or Vice Presidents usually for more than one term, since 1952 there has always been a woman President, Vice President or General Secretary, and women have served on every committee and as representatives on other bodies. Their service has usually continued even after they have left the profession. For example, most recently, a Committee was established to redraft the General Orders for use specifically in the profession. This committee was chaired by a former female president, there were 4 other retired members and 2 current members out of the 12 persons comprising this re-drafting group. These women were particularly valuable in detecting areas of the present Public Service regulations which affected female teachers, in particular, for example, leave regulations.

The union is indebted to its female members for its strong financial base and management (the two Treasurers since 1970 have both been women) and for the impetus in acquiring its own headquarters and latterly for the running of its Credit Union. Similarly the women have been initiators, promotors and participants in professional activities such as articles, magazines, seminars, professional days, curriculum development, syllabus formulation, subject association and improvement of physical and social conditions of service and promotional opportunities as well as community concerns.

In the early 60's it was a BSTU group of women who devised and orchestrated the campaign to establish Government's acceptance of the principle of **Equal pay for equal work** entirely on their own (except for the support of the then President of the CSA).

In 1969 it was a female President who led the union in a successful strike and a woman who as radio spokesman rebutted severe criticism and attacks by the Prime Minister amongst others.

Current concerns (apart from an extension on the above activities and maintenance of progress):

1. Female teachers and educators need more support mechanisms at home and school to decrease their stress and improve and support their performance. As well teachers should support each other and avoid a tendency in older teachers to reinforce inequities by promoting active roles and major responsibilities for families.

2. Parents must be encouraged to extend the horizons of their female children, by encouraging them to consider a wider range of professions.

3. Toys given to children reinforce traditional sexist attitudes. As well facilities in predominantly female schools should be extended especially in science and technical/"practical" subjects.

4. Sex and family life education must be introduced on a wider and more relevant scale in particular ensuring that boys/men are taught to take full responsibility. Similarly, maternity and other leave regulations need to be extended to encourage further participation of fathers in parenting.

5. Girls must still perform better in the Common Entrance Examination to achieve similar success to boys in getting schools of their choice.

6. Paid posts of responsibility for subjects such as Home Economics are still more difficult to obtain.

M.E. Cummins-Williams

April 1988

ANNEX V

THE AMALGAMATED BERMUDA UNION OF TEACHERS' PRESENTATION ON THE SITUATION CONCERNING WOMEN IN BERMUDA'S EDUCATION SYSTEM

Schools were segregated until 60's. The existing 2 unions were amalgamated in 1964 to form the ABUT.

The status of women in the field of education in Bermuda, is part and parcel of their status in our entire society. A basic understanding of this situation requires a historic perspective.

Bermuda has been similar to other western societies in that the rights of women have been gained after much effort. In the early part of this century women could not legally own land in Bermuda, and that was changed by 1930 after much lobbying by women of the landed aristocracy in the island. Since the franchise, the right to vote, was restricted to land holding, at that time, women could never participate in elections. Even though they gained the right to own land they did not automatically gain the right to vote.

In the early 1940's a movement heated up in Bermuda to extend the franchise to women. Led by the Suffragettes, this was successful in 1946. However, one should remember that this did not extend the franchise to all women, since the voting right was only afforded to land owners. This situation did not change until a movement for universal franchise, in the early 1960's.

This can give you an idea of some of the changes that were taking place in Bermudan society, regarding women, in the broader community. Although the right of women to vote began in 1946, there has only been a total of eight women who have served in the island's forty-seat Parliament, since that time. Gains for women in other areas have been coming very slowly.

In the field of education, women have always played a crucial part, in Bermuda, as is the case in other parts of the world. There were always many more women in the teaching profession, than men. Today, 77% of our teachers are women. However, this proportion has not always been reflected in posts of responsibility. Our union has been an example of this fact.

While women have always dominated, in terms of numbers, on our executive committee, there have not been many who have served as presidents. On average, some 10 of the total 15 members of the executive have been women. However, over the past twenty years only 3 women have served as presidents out of a total of 12 persons holding that post.

Nevertheless, our union has taken a leadership role in promoting the basic rights of women. Our parent body was one of the first organizations to push for **"equal pay for equal work"**, equalizing the pay between male and female teachers. This took place during the same period that the right for women to vote was being pushed for. This hard-fought-for change had ramifications that influenced other sectors of society.

Other issues pertaining to women have also been pursued by our union. One of the most significant is the issue of maternity leave. Our union's agreed maternity leave is one of the best in the island. Amendments gained in the last few years concerning the time at which a pregnant teacher must take her leave have provided new mothers in the teaching profession, with more flexibility than any other sector (12 weeks leave compared to 9 weeks).

Our union has also been addressing the issue of the availability of childcare, of late. This issue has implications for all working mothers. Child care is very expensive and it is hard to get good care because many women are working.

In the school system, as a whole, some gains have been made, but there is room for improvement. All the teachers in charge of nurseries are women. While 11 out of 17 primary school principals are female. In special schools, 4 out of 5 of the principals are female, but in secondary schools only 2 out of 7 are female. At our tertiary institution all four department heads are male. Secondary schools have larger populations and not only are assigned more posts but posts which are higher on the salary scale. (One form entry = 3 posts at scale 2; 3 form entries = 3 posts each, scales 2, 3 and 4).

At the level of Administration there have been positive changes on this issue. The present Permanent Secretary for Education is the first female to serve in this post since it was created in 1970. Of those who serve in the Ministry of Education at the level of officers, 7 out of a total of 11 are women.

It has been theorized that one of the major reasons that salaries for teachers have historically been behind those in similarly trained professions, is because we have a majority of women. This issue will be one of those that will be addressed by our union along with a number of others, including pensions and supports for working mothers.

While women in Bermuda, in general and those in the field of education, in particular have made some gains, we do not feel that we can be complacent, on this issue. Our union will work to ensure that Bermudans, and especially women, have equal rights on all levels.

Rhoda Minors

April 1988

Annex V

Statement by the Bahamas Union Teachers

Women in The Bahamas are advancing at an alarming and almost frightening pace. They are in pursuit of every worthwhile goal and are entering every facet of the Bahamian society.

There is equal opportunity for both male and female to choose or select the kind of job they prefer. There is an equal chance to acquire a good basic education. Students are encouraged to decide what area of study or discipline they wish to pursue. However, there are persons who will find this freedom of choice too great a responsibility and consequently they choose the more traditional roles. Thus, more educational programmes need to be initiated and designed to help the Bahamian society as a whole to deal with and dispel some of the existing stereotype beliefs and sexist attitudes.

Achieving a good education is becoming once again a popular phrase in The Bahamas. In the July-August 1987 edition of **The Goombay Magazine**, the Minister of Education, the Hon. Paul L. Adderley sent a challenge to the Bahamian people. He challenged teachers, students and parents to make sure that the necessary areas are addressed and taught at the required standard in every subject at every level. This is essential if the nation's goals are to be reached. Teachers and all Bahamians should be ready for the demands of the future.

The education system in The Bahamas is dominated by women. This is so in every strata of the system. The Director of Education is a female in the person of Miss Marjorie Davis. She has held that office for many years. It is not a coincidence that the Principal of the College of the Bahamas, Dr. Keva Bethel, is also female. The director of Special Services is Dr. Carolyn Hanna - just to mention a few women in administrative positions and positions of authority in the education system of the Commonwealth of the Bahamas.

Female administrators dominate most of the government administered schools on the island of New Providence, the island in which the nation's major city is situated. This, however, is not the case in the Family Islands. Mostly male administrators are in charge of the schools there. This will change, I believe, when the transportation system amongst the islands improve. Some of the islands are isolated and contact with New Providence or Headquarters is limited.

Education officers in the Ministry of Education, who are directly responsible for the ordering and distribution of information and materials to individual departments in the school system, are predominantly female.

Women in the Bahamas, as in most other nations of the world, represent a significant percentage of the teachers in our schools. In the independent or private schools, the majority of the classroom teachers are women but the principals are predominantly male. This is

especially so at the high school level. Women, however, remain the backbone of the teaching profession in The Bahamas.

Even though women, in my opinion, dominate and play such a vital role in education, it is regrettable that their presence in administrative positions is not reflected proportionately in teacher organisations such as the Bahamas Union of Teachers and the Association of Independent Schools. Therefore, I agree with the statement made by WCOTP which reads, "This strength has to be reflected in the quantity and quality of women in the teacher organisations".

Equality between women and men is strongly advocated, especially in the public service. On an average, all teachers have similar levels of qualifications and receive equal salary regardless of sex. It should, however, be mentioned that entry by women into the technical and vocational areas is still quite slow.

The fact that women have made such tremendous advancement in The Bahamas in general but in education in particular has not been easy; much sacrifice and hard work had to be done.

One of the female warriors for equal rights in education and for the development of women in general was Dame Doris Johnson. She later became the first female President of the Senate and Minister of Transport in an independent Bahamas. She was a renown educator. Her documentary of the events leading up to an independent Bahamas, The Quiet Revolution, is a great contribution to our country.

Mrs. Mable Walker was a founder of the Bahamas Union of Teachers. She was the only female President the Union has had in its history. The Bahamas Union of Teachers (BUT) is a union we are proud of and one to be reckoned with in The Bahamas. The BUT now has approximately 2200 members, the majority of which are women. The BUT is concerned with the education of teachers. Women are eligible for election on an equal basis with men. Everyone qualifying can apply and participate. It is, however, disappointing to mention that at this time, out of fourteen members on the Executive Board and with a majority female membership, there are only three women. In the schools there are 51 union representatives as shop stewards. Of those, 37 are women.

Like all working women, teachers have to work at home as well and if they are involved in the trade union, politics or any other area they must find time for this function. The situation carries with it many problems. In more recent times many women are becoming single parents, responsible for the rearing of their children. This perhaps is the major reason why there are not many women on the Executive Boards in trade unions in The Bahamas.

There may be some improvement in this area when the government initiates day care centres and pre-schools for the benefit of working mothers. Women, it is hoped, will be able to go to their jobs and join organisations knowing that their children are well cared for by skilled and trained persons. Also, there is a new Female Employees Grant of Maternity Leave Bill which is to become law, soon we hope. It will

provide security for women employees. For example, mothers would not lose their jobs because of maternity leave; also, the law will ensure that they do not lose monetary benefits.

Over the years teacher have lost a lot of the dignity that was once associated with the teaching profession. Something needs to be done to restore it. Teachers need to be treated and recognized like other professionals. They need to contribute to the decision making process, economic affairs and social alternatives. Perhaps frequent seminars and workshops on new developments in the labour market can help to prepare them for the task ahead.

As we are aware, problems are created and exist because of the new relationship between the male and female on the job market. Thus they need the type of education to help soort out these problems if the progress of workers is to be maintained.

Eula Mae Gaitor
Bahamas Union Teachers
Commonwealth of the Bahamas

ANNEX V

WOMEN IN JAMAICA'S EDUCATION SYSTEM

Women in Jamaica

The importance of women in Jamaica, like all other women, cannot be over-emphasised. The woman is the central nerve of the familiy unit. She is therefore the fulcrum on which the society rotates, since it is the family that replenishes the society. Yet, she continues to be discriminated against. The unemployment rate among women is disgustingly higher than that of her male counterpart. When they are employed, women are usually in the lower paying jobs.

Many Jamaican women, however, have distinguished themselves in executive positions. There are female Permanent Secretaries in different Ministries, Executive Directors and Chairpersons for vitally important institutions. But this represents only a small percentage of the country's women. The vast majority are still lingering behind. Often women are unable to upgrade themselves due to their low incomes and because it is the women and not their partners who must tend to the family.

Women in Jamaica's Education System

Today 80% of the classroom teachers in this country are women. Working conditions, in most cases are deplorable and salaries are miserably low. Why then do these women remain? Possible answers are:

a) They are not prepared to resist the female discrimination that exists in other fields.
b) The job allows them time to be with their families.
c) The salary supplements another salary (where the teacher is not the breadwinner).
d) The salary is being supplemented by salaries from other jobs.
e) Sheer dedication.

It is important to note, however, that the percentage of male Principals is noticeably high and at the tertiary level there are more male lecturers than female lecturers. Important also is the fact that in the Jamaica Teachers' Association24 years of existence, 19 of the 21 Presidents have been men. This is significant since - (a) the two female Presidents have served the Association most professionally - the name of one is now almost synonymous with J.T.A. and (b) the President is elected by the membership which is mainly female. This is not due to some J.T.A.'s guideline for election, rather it is clearly the result of a national weakness.

However in 1987 a National Policy Statement on Women was presented. This looks at special problems relating to women, sets meaningful goals and has designed strategies for implementation.

PACE - the Project for the Advancement of (Early) Childhood Education was recently launched. Basic School teachers (almost 100% female) will

benefit from this programme. A pool of Resource teachers at the Primary level will benefit the area that has the greatest number of female teachers. There is a Women's Centre which helps teenage mothers to continue their education at the Secondary level. There is also a Bureau of Women's Affair which helps to better equip women for the labour market.

In short, women are the backbone of the country's education system. They labour under very difficult conditions. Over the years they have not been sufficiently recognised. Only recently the status of women has come to the fore and programmes are now being implemented that will be beneficial to women. This is indeed a step in the right direction.

Rosemarie Vernon (Mrs.)

5 April 1988

ANNEX V

CANADIAN TEACHERS' FEDERATION

Current Issues - Women and Education

For nearly two decades Canadian teachers have been undertaking a careful analysis of how gender inequalities are reflected and perpetuated in school systems and public education and to identify how best to achieve equality for ourselves and our students. Although our focus has been education, it has become clear that educational reform is inseparable from societal change, and thus we have also attempted to influence public policies and attitudes on gender-related issues.

The following outline summarizes key problems as barriers to full and equal participation of men and women in education and society.

Student Issues

- classroom materials continue to reflect stereotypical roles for males and females, emphasizing dependent, nurturing behaviour in females and assertive, problem-solving behaviours in males

- student selection of programmes of study tend to be sex-related, with female students typically dropping math and science courses early in their school careers

- gifted female students tend to be under-identified, while male students are over-identified

- career-oriented and guidance programmes have been unable to convince young females that relationships with others should not be the sole focus of career planning

- few female students undertake training in non-traditional trades and occupations

- sex and family education is available to relatively few students; adolescent pregnancy is as common as it was thirty years ago

- female students are reluctant to believe that they will encounter any discrimination as females or as female workers

- teacher behaviour towards students, including attention-giving, question-asking, behaviour management and rewards and punishments continue to be (unconsciously) controlled by the sex of the student, and tend to reinforce negative stereotypes of females

- the role and contribution of women to history, science and contemporary life are frequently absent from texts and curricula

- programmes of studies and contemporary methods of evaluation tend to model the learning style of males rather than females

- research concludes that strongly sex-typed adolescents are highly susceptible to depression, eating disorders and unwanted pregnancy (girls) and alcohol, substance abuse and suicide (boys).

Teachers

- although women continue to represent a slight majority of all teachers, they represent fewer than 10% of all principals and fewer than 15% in all positions of added responsibility.

- women face both externally-imposed and internally-imposed barriers in seeking and obtaining positions of added responsibility. These include:

    - the typical woman's overwhelming psychological and practical responsibility for the bulk of home and child care.
    - a perception that administrative positions require more time away from home than staff assignments.
    - lack of access to the mentoring network which identifies and grooms future administrative candidates.
    - lack of confidence that women could be effective administrators or that they would enjoy the role.
    - prejudicial attitudes on the part of colleagues, superiors and selection committee.

- many women teachers with leadership aspirations have left the profession, and fewer ambitious young women are entering it

- contract provisions generally have not recognized the unique needs of female employees, including appropriate and paid maternity leave, extended leaves of absence for child care without loss of seniority, short-term leaves for family responsibility, etc.

- nearly 20% of women teachers teach part-time -- in some jurisdictions part-time employees are viewed as less than professional and are exploited through unfair assignments or unrealistic expectations and suffer unredeemable losses of security and benefits.

- the professional organizations and unions of teachers continue to be male-lead and male-dominated -- although most have supportive policies on record, few have active programmes supporting the concerns of women and education.

- teaching assignments reflect sex and gender-roles -- the majority of women teachers teach at the primary and junior levels while male teachers dominate secondary education, particularly in maths and sciences.

Canadian Society

- although women make up a rapidly increasing sector of the total work force (currently approximately 40%), they tend to be employed in the lower-paid service sector.

- the average Canadian woman working full-time earns only 60 cents for each dollar earned by the average man -- although this figure is partly explained by type of occupation, even similarly trained and employed professional women earn only 80% of men's income.

- although more than half of mothers with children younger than six years of age are in the workforce, there is no national system of child care in place despite considerable public pressure for such services.

- it is believed that as many as one in ten women in Canada are beaten by their husbands or male companions.

- as many as one in four girls and one in eight males will be victims of varying degrees of sexual abuse as children, usually by a male family member.

- federal legislation to criminalize violent and dehumanizing pornography and pornography involving children has recently been blocked by special interest groups.

- trends toward "joint-parenting" decisions by the courts in the event of divorce have given equal rights to fathers whether or not they were equally responsible for the children during marriage -- ability to support children well has become a factor for consideration in awarding custody and has disadvantaged women who have been out of the workforce or who have low-paying jobs.

- the recent free trade agreement between the U.S. and Canada will directly disadvantage low-skilled and immigrant women currently employed in formerly protected industries.

- elderly women are more likely than not to be living below the poverty line - as the population ages and social services are in decline, it is increasingly adult women who are required to provide care and companionship for mentally and physically dependent family members.

Progress

Despite these daunting realities, the efforts of teachers working as individuals and within their teacher organizations have had significant impact.

Perhaps most importantly, the issues raised in this paper are regarded as legitimate and consequential rather than as the marginal concerns of a few malcontents. Opposition to progressive policies from school systems and even governments is relatively rare; unfortunately this has not guaranteed sufficient political will or the resources necessary to resolve these problems.

At the national level, CTF has had a programme in place to address the concerns of women in education since 1975. It maintains a contact network with women responsible for status of women programmes in our

thirteen Member organizations. The network meets yearly and exchanges information, research, project information and resources.

CTF is about to sponsor its tenth national conference on women in education which will be attended by approximately 300 teachers. Each year CTF undertakes special projects to support its policies on women in education. This year we are compiling an "Idea Book" for those who are interested in increasing the success and participation rates of women in mathematics, science and technology courses. As well, we are undertaking an extensive statistical report on the status of women teachers across the country as a resource document for our Member organizations. CTF also makes representation to the federal government whenever legislation affecting Canadian women is comtemplated (during 1987 and 1988 on regulation of pornography, the need for a national child care system, the impact of free trade on women, etc.). When possible, we join with other organizations undertaking public education, lobbying or special projects related to these and other concerns.

Our Member organizations independently determine the programmes they will carry out to reach their policy goals. In some smaller organizations, these activities are carried out by committed volunteers who write papers, provide in-service education and leadership training for each other and attempt to influence the practices of their employers and the public. In larger organizations, administrative staff members are assigned programme responsibility for the development of coherent and extensive programmes for their members. Such programmes would involve research components, the organization of local committees and contact persons, the careful monitoring of provincial legislation, the training of contract negotiators, major conferences and in-service education events and cooperation with other like-minded employees and community groups. There is a large number of highly committed teachers, mostly but not exclusively female, who believe that there can be no greater service to their students, their colleagues, their profession and their country to do everything in their power to make gender equality a reality. They will succeed because they refuse to settle for less.

Heather-Jane Robertson
Director, Professional Development

April 1988

MARY HATWOOD FUTRELL'S REPORT ON THE STATUS OF GIRLS AND WOMEN IN EDUCATION AND THE WORKFORCE

One of the National Education Association's major goals is to assure equal opportunity for women and girls--in education and in the workforce. Sex bias in schools will not end as long as it is a problem in our society. And as long as sexism surfaces in schools, it will be a societal problem. Educators must intervene to end this discriminatory cycle.

This report focuses on the status of women in American education and in the workforce.

EDUCATION

Elementary-Secondary

Students from kindergarten through high school must cope with sexism in some form. It may be subtle--for example, teachers may unconsciously reward boys for aggressive behavior and girls for passive behavior. But sexism is also blatant--witness the severe sex segregation in some vocational classes.

Vocational Education

Most females who enroll in vocational education programs pursue courses that prepare them for lower-paying jobs--cosmetology or home economics. Males, on the other hand, seek training for higher-paying jobs--auto mechanics and construction work.

Female students make up just 4.15 percent of the construction trade classes, 4.12 percent of the mechanics and repair courses, and 21 percent of the precision production trade classes.

Many female students who enroll in nontraditional courses report that other students harass them and that some faculty discourage them.

Progress

The federal Vocational Education Act allocates monies for females to enter nontraditional fields and provides for a sex equity coordinator in every state.

The federal Women's Educational Equity Act provides grants for model programs that eradicate sex bias in vocational programs.

Title IX of the 1972 Education Amendments prohibits sex discrimination in education, including vocational education. Under the amendments, school personnel must provide equal access and nonsexist counseling and must treat students in an equitable manner.

Women's rights organizations such as Wider Opportunities for Women have undertaken training programs in craft trades for women who are no longer in school.

Physical Education

Opportunities and benefits for male athletes far exceed those for female athletes. In 1972, 200,000 females and 3.6 million males participated in interscholastic sports. By 1987, 1.83 million females and 3.3 million males participated in interscholastic sports.

Progress

Title IX of the 1972 Education Amendments prohibits sex discrimination in education and specifically addresses athletics. The regulations call for equity in athletic classes, equipment and facilities, publicity, and opportunities to participate. Female participation in interscholastic athletics has greatly increased since Title IX's passage.

Math/Science/Computer Literacy

Female students are underrepresented in math, science, and computer classes. Most females who have any contact with computers are enrolled in secretarial courses, such as word processing.

Boys outnumber girls in computer science classes by two to one and in computer camps and summer classes by three to one. Teachers report that boys are more aggressive than girls in gaining time on classroom computers.

A 1985 field test in three school districts showed that 64 percent of the boys and 51 percent of the girls had home computers--and the boys were three times as likely to use their home computers. That same field test showed a 144 percent increase in girls' computer use after their schools implemented computer programs.

A 1986 study of high school seniors revealed that 10.6 percent of females and 34 percent of males would pursue majors in the physical sciences.

Progress

A number of programs and policies are in place to encourage more females to pursue math, science, and computer fields--the Women's Educational Equity Act that focuses on computer training, educational projects around the country that provide curriculums and materials on math, science, and computer skills, in-service training programs for educators, and projects sponsored by groups such as the League of Women Voters and the Girls Clubs of America.

Teenage Pregnancy

Teenage pregnancy is a major national problem. About 40 percent of all teenage American girls will become pregnant. And about 40 percent of the teenage girls who drop out of school do so because of pregnancy or marriage. Pregnant teenagers and teen mothers frequently perform poorly in school and drop out.

Progress

A variety of public and private agencies sponsor projects to combat teenage pregnancy and to assist teenage mothers.

NEA's dropout prevention program, "Operation Rescue," provides grants for innovative programs designed to keep children in school. Among the funded projects are some targeted toward pregnant teenagers.

NEA staff deliver workshops to members to help them effectively work with pregnant girls.

School-based health clinics address a variety of adolescent medical issues, including teenage pregnancy and reproductive health. Some schools have day-care centers where children can stay while their mothers are in school.

Employee Issues

Females dominate teaching jobs in elementary and secondary education (65 percent of all elementary and secondary teachers are female). Teacher salaries are less than equitable to comparable fields. Women hold few administrative positions (25 percent). Six of the country's 50 state superintendents are females. Females hold just 1 percent of the country's local superintendents' positions.

Male supervised extracurricular activities are often compensated at a higher rate than those supervised by females. Coaches of male athletic teams generally earn more than coaches of female athletic teams.

School districts frequently undervalue work performed by educational support personnel. Educational support personnel confront discrimination in assignments and promotions and sexual harassment.

Progress

NEA has worked, through collective bargaining and contract negotiations, to assure that school districts provide workers protection from sex discrimination, to remove sex bias from job classification systems, to establish guaranteed maternity and parental leave, and to specify procedures for addressing sexual harassment problems. NEA has undertaken projects with its local and state affiliates to eradicate sex-based wages for education employees. And the Association has fought for strong enforcement of existing federal and state anti-discrimination statutes.

A number of federal statutes prohibit sex discrimination in employment. Title VII prohibits sex discrimination in pay, promotion, hiring, benefits, and working conditions. Title VII also prohibits sexual harassment and discrimination on the basis of pregnancy.

The Equal Pay Act prohibits sex-based wage differentials.

Title IX of the 1972 Education Amendments prohibits sex discrimination, including employment discrimination in education.

Higher Education

Students

Male and female students now receive bachelors and masters degrees in comparable numbers but not in the same fields:

Bachelor of Arts Degrees

Field	Number of Male Graduates	Number of Female Graduates
Education	20,986	66,235
Engineering	65,284	11,049
Physical Sciences	15,769	5,962
Mathematics	8,725	7,581
Masters Degrees		
Engineering	18,663	2,396
Business and Management	46,288	20,849
Foreign Language	6,108	10,192

Women receive 35.2 percent of all Ph.D.'s.

Progress

Title IX of the Education Amendments prohibits sex discrimination in education against students and employees. Many states have analogous state statutes.

Higher Education Female Faculty

Sex discrimination in pay, promotion, and tenure persists in higher education. The subjective and vague nature of employment procedures has allowed sexism to enter the process.

In 1986-87, male professors earned $46,070, compared to $40,630 for female professors. Male associate professors earned $34,290, compared to $34,290 for females. And male lecturers earned $26,710; females, $22,970.

Our latest data (from 1983) on ranks by gender show that women constitute 10.7 percent of all full professors, 22 percent of the associate professors, 36.1 percent of all assistant professors, 51.7 percent of the instructors, and 47.5 percent of the lecturers.

Progress

The federal statutes that protect elementary and secondary employees also cover higher education faculty. But academic freedom concerns and the vagueness of the employment decision process sometimes shield institutions from the full effect of these statutes. Litigation under some of these statutes has provided relief in the form of class-wide pay increases and promotion for some female faculty. NEA, through litigation, arbitration, and contract negotiations, continues to fight sex discrimination in higher education. Several NEA affiliates have recently won significant pay gains.

WOMEN WORKERS IN AMERICA

The plight of most American working women has not improved over the last 20 years. The majority of women work in low-paying, sex-segregated jobs.

In 1987, 66 percent of all women between the ages of 16 and 64 were working for pay. 1986 statistics show that women earned approximately 64 cents for every dollar men earned.

Of the more than 38 million women in the workforce, 24 million work in female-dominated jobs.

In 1986, the median income for female-headed households was $13,647, compared to $24,906 for male-headed households.

Minority women in 1986 earned 12 to 17 percent less than white women and only about 55 percent of what white males earned.

Progress

Federal anti-discrimination statutes provide legal protection from sex discrimination in pay, promotion, hiring, and working conditions. Such practices as paying men who perform the same jobs as women on a higher scale and advertising jobs for one sex are clearly illegal. But despite these statutes, subtle forms of discrimination occur.

NEA, through litigation, federal administrative remedies, and collective bargaining, challenges employers to provide women equal opportunities. NEA conducts workshops and provides materials to its members to assure that they are aware of their rights and know how to pursue them.

NEA, along with women's organizations and other labor unions, attempts to gain pay equity for all its members. By cleaning up pay systems, NEA and other organizations have raised the level of pay for many women to its proper status.

The U.S. Supreme Court has held that sexual harassment is a violation of a federal sex discrimination law. Pending legislation would mandate paid time for maternity leave and parental leave. Another bill would assist parents in procuring day care for their children. NEA has made both of these bills high legislative priorities. NEA affiliates have gained parental leave rights for many of their members through collective bargaining.

WOMEN WITHIN THE NATIONAL EDUCATION ASSOCIATION

Women constitute 73 percent of NEA's membership. The Association's president and secretary-treasurer are women. Women are represented at every level of the Association's national staff.

The NEA Women's Leadership Training Program trains members to progress within the Association and in their careers.

ANNEX VI

TEACHERS ORGANISATIONS AS TRADE UNIONS

It is an historical fact that our earliest trade unions in Jamaica emerged from among the non-manual group of the professional employees, and in this respect the teaching profession holds pride of place for establishing the first trade union in Jamaica in 1895 - The Jamaica Union of Teachers. Although neither the JUT of 1895 nor the artisans and craft union which followed it closely in 1898, lasted for any considerable time, it is to our lasting credit that these early pioneers laid the foundation of a democratic worker oriented organisation called Trade Union.

From the earliest times, trade union organisations in Jamaica, structured and designed to work constantly for the social and economic advancement of its members, have increasingly been demanding full involvement in higher levels of social and economic planning in matters which affect working class people.

Most people today seem to fully understand these role and function of our established general trade unions, and applaud their efforts to meet the challenges of the new technological age, to satisfy the needs of a new sophisticated emerging work force. In the midst of all these changes the workers in the factory, office, in agriculture, all expect their unions to pursue such strategies as will enhance the development of their economic stability, develop proper worker/management relationship at the workplace, ensure stronger levels of work security, an increased area of consultation, the goal of worker participation, and finally to lobby for legislative support as the means of ensuring the permanence of our vital achievement through collective bargaining.

For teachers organisations as trade unions, their role and function, though similar to other trade unions, in many respects their member composition and relationships, may necessitate the adoption of special strategies for the fulfilment of their goals. First the normal straight forward systems of employee/management relations at the work place developed with trade union generally, takes in a more sensitive role in the case of teacher organisations, in that teacher members cannot function as just individual members of their union acting in consort for some common goal.

Their goal and strategies will be inseparably linked with their pupils, and in many cases with parents and communities. Teachers, members of your organisations, usually operate together in small numbers, depending on the size of the school, or widely separated, depending on how far apart the schools are. This will demand special strategies for effectively dealing with individual teacher grievance, both in terms of the effectiveness in receiving complaints and grievances and in processing such grievances. It would seem therefore that the trade

union organisation must never seem to be too far away or remote from its members.

The teacher member in each school must not become a spectator on the side line, but effective communication can transform individual teachers from the spectator role to active participants.

Secondly your teachers organisation as a trade union must ensure that your administration respect and reflect the views of your teacher members, and must be prepared to defend their rights both individually and collectively while at the same time maintain high levels of ethical and professional standards among all teachers.

Thirdly, like other progressive trade unions, you must use the press, other media and the legislative process as the means of achieving certain objectives. It will therefore be imperative that teachers organisations in their trade union role operate from two distinct perspectives:

1) from the level of what is commonly known as the defensive role
and
2) by being catalyst for change.

In the defensive role, the teacher union has to ensure:
- that individual grievances are vigourously pursued;
- that members are not victimized;
- that physical working conditions, reflect the importance and dignity of the teachers, in fact, insist on it;
- that the collective bargaining process machinery will create and develop the level of economic stability which the union may seek from time to time.

The recent salary dispute in Jamaica for instance proved that teachers when united can indeed make their voices heard. However, in the defensive role concept the inseparable student parent link and community influence will provide great organized assistance and support, if properly utilized.

There is a weakness among professional groups which tend to undermine the importance of the defensive role, but the day to day or school by school resolution of grievances, the protection of some teacher against acts of discrimination or victimisation are the type of actions which the membership expects and indeed demand and which are the background of the unions stability.

The second role which the teachers trade union must play is that of becoming a **catalyst** for change. Generally speaking trade unions have been accused of being defensive, but in truth they need to function defensively as the means of ensuring membership stability. At the same time, however, they must come to grips with the changing times and the degree of technological changes which are unfurling around us. If your organisation is to institutionalize itself and be relevant to the future needs of your members, then teachers organisation as trade

unions must make demands for involvement in areas of social and economic planning and development.

You must lobby consistently for legislation supportive of your organisation objectives. As part of the overall trade union movement, the teachers organization is going to be pivotal, because the trade union movement is the single most powerful mass institution in the whole Caribbean. Excluding the church, no other organisation has the range of contacts, the levels of confidence of the working class people that the trade union movement has. In this regard the teachers organisation as a trade union holds a strategic position in the movement, through its close contact with children as well as parents which makes it even more pivotal. Therefore a tremendous duty devolves on the trade union organisation to understand the historical experiences of the workers and try to shape attitudes that really are consonant with, and assist nation building.

Teachers organisations as trade unions must likewise begin to concern themselves with things like the question of developing work attitudes among children and unleashing their creative talents through broad based educational programmes, because these are going to be important.

Statistics show that youth form a high percentage of the labour force. In the 14 - 24 age group, youths represent thirty per cent (30%) of the total labour force in 1886 and between 15 - 24 age group fify five per cent (55%). Trade unions today generally speaking must work towards fostering the correct attitudes to labour, among young workers, but more specifically teachers trade unions are strategically placed to play an important role in preparing the youth for the transition from school to the working world. Early school contact can assist in developing a social awareness, while informing them of employment conditions and the importance of joining trade unions.

More specifically - teachers organisations as trade unions must demand quality education, vocational and technical training as a matter of priority from government, and must themselves encourage political education among youths. Labour legislation would be an important means of protecting your workers from exploitation and abuse, and to ensure that instructions on hygiene requirements, and on the prevention of industrial accidents are indispensable. Trade unions should combine their efforts towards this end.

The challenges

As stated earlier trade union membership will constantly be making demands on the trade unions for economic security, social justice and political freedom. These demands will be met with continuous opposition, and pressures from employers and government alike.

Between the attitudes and strategies implemented by governments and employers, on the one hand, and the historical experiences of organised workers on the other hand, will emerge the fundamental question "whether or not the employer group and government are prepared to develop infra-structures, establish policies and implement strategies,

designed to establish working people as equal partners within the development process of the country and in so doing provide its citizens, workers, with the real factors for motivation in carrying out their responsibilities in a meaningful manner." The teachers organisation as a trade union must relentlessly pursue these strategies by means which will gain the support and involvement of parent and community.

Let me state, the need for, and express the hope that teachers organisations will, because of their strategic and pivotal position within the frame work of the labour movement, play a positive and dynamic role in the exciting challenges of technological revolution now occuring in the world. This steady and unswerving change is not an ideological one: it is going to have profound implications for the way you, your students and parents live and work in the future. It is the responsibility of teachers organisations as trade unions to alert their membership, parents, and community to deal with its implications, within the frame work of:

- job content of workers affected by the new technology
- displacement of employed as a consequence
- new health and safety problem

Conclusion

Finally, ladies and gentlemen, this WCOTP Caribbean Conference of Women in Education is discussing issues related to women in education with a view to developing strategies on how to eliminate any discrimination that exist against women in the schools, in the teachers organisations, or in the society.

It is my understanding that there are today some 18,753 teachers in schools, of which 4,069 are men and 14,184 are women, this means that of the total teachers' population, 78.3% are women.

Again teachers organisations as trade unions are in a strategic position to fulfill many of the objectives which the trade union movement for decades has been pursuing. One such objective has been the participation of women as equal partners. As an essential pre-condition of development. To attain this objective, trade unions have through the collective bargaining process, political pressures, and education, actively pursued the elimination of discrimination upon the grounds of sex or civil status, and to combat prejudices about the role and employment of both men and women.

This is the labour and social policy statement of the national workers union, which it has pursued since 1952, and within this context, the national workers union and other trade unions have fought for women's security against sex discrimination and social injustices on the job and within society.

WCOTP as a world-wide organisation has had a very good record in its struggle and achievements for human rights, as a matter of concern to teachers and as an important element in the education process.

"Through the development of education and of the collective strength of the teaching profession, the Confederation seeks to promote, for all people of the world, equality of opportunity, peace, justice and the protection and extension of human social, economic and cultural rights and basic individual and collective freedom."

The trade union in its operations should pursue similar objectives and be guided by principles designed to transform the present pattern of economic and social relations. In order to do so trade unions such as teachers organisation must defend the working class and use all available means to promote economic, political and social institutions through which the working class can develop a society of freedom and democracy for all.

Mr. Audley Gayle, O.D.
Assistant General Secretary
National Workers' Union, Jamaica
April 1988

ANNEX VII

LEADERSHIP ROLES

Competence	Negotiator	Leadership Model	Administrator	Ambassador	Communicator	Innovator
COGNITIVE (Knowledge)	Human Nature Labour Laws Clear Goals Psychology	Self Values of Society Variety of Fields	Protocols Functions Structure Policies	Mission Membership International situation Localisation	Specifics Audience Appropriate Media Technology	Needs Structure Resources
PSYCHOMOTOR (Skill)	Organisation Delivery Tact Debating Decision Making	Self Protrayal Influence Integrity Humour Tolerance Role Shifting	Management Planning Judgement Making Personnel management	Language Listening Reporting Debating	Language Code Shifting* Listening	Research Generating ideas Analytical
AFFECTIVE (Characteristics)	Confidence Perseverance Assertiveness Flexibility Patience	Consistency Persuasiveness Humility Perceptiveness Positive Self concept Humaneness	Fairness Decisiveness Objectivity Self Confidence	Politeness Charisma Confidence Assertiveness Persuasiveness	Sensitivity Charisma Perceptiveness	Creativity Curiosity Open-Mindedness Flexibility Imagination

* Code-shifting refers to the ability to change the level of communication to suit the audience.

Women Hold Up Half the Sky

WCOTP Policy on Women in Education and in Teachers' Organisations*

ANNEX VIII

Fundamental Principle

All human beings are born free and equal in dignity and rights and should enjoy equality of opportunity both in law and in practice. Education should be a major means of achieving this goal.

Statement of Intent

WCOTP, as an international organisation of teachers, is deeply involved in all aspects of national development, social progress, the establishment and promotion of human rights, and world peace.

WCOTP recognises that the furtherance of equal opportunity between men and women depends in large part on educational programmes which are designed to correct existing imbalances, and declares its intention to give support in principle and in practice to such activities.

The school, teachers' organisations, and WCOTP should model the principles of equality contained in the WCOTP policy on women in terms of structures, staff employment, and training.

To promote women's welfare and education and to bring women to parity with men, especially in countries where women are centuries behind men, WCOTP urges governments to provide more special facilities for women.

Considering that education, be it formal or non-formal, too often reproduces cultural stereotypes and patterns of sexist behaviour causing the unequal opportunities which exist between men and women, WCOTP asserts the necessity for action by teachers' organisations in the following three sectors:

I. Within the school setting
II. Within teachers' organisations
III. Within society

I. WITHIN THE SCHOOL SETTING

1. Children should be encouraged to enjoy being what they are – human beings – as opposed to fostering any idea that either sex is inherently superior.

2. Teachers should promote co-educational schools and classes.

3. Measures should be taken to ensure: that girls and boys have equal access to education and all educational programmes; that the causes of high absenteeism and drop-out rates of girls be eliminated; that every effort be made to promote functional literacy in order to eradicate illiteracy, particularly as it affects women.

4. Family life education should be taught to boys and girls within school programmes.

5. Every member organisation should work actively to counter sex stereotyping not only in the formative years of pre-school and primary education, but also through all levels of schooling, especially vocational education, and teachers should develop a critical awareness to enable students to distinguish and analyse stereotypes.

6. Textbooks (new and replacement) and all other teaching materials which do not stereotype men and women should be selected. Textbooks should portray men and women in non-traditional roles, and should not use other gimmicks to avoid this positive portrayal.

7. Member organisations should be encouraged to ensure:

a. that teacher training programmes in traditionally male subjects include and encourage the full participation of women, and

b. that school subjects no longer be regarded as "male" or "female",

c. that career counselling channels girls into non-traditional employment.

8. In-service training should be provided for women teachers, especially in traditionally male subjects and administrative skills, and to give them qualifications for teaching in higher education.

9. Member organisations should be encouraged to work for the establishment of recruitment and employment authorities which have equal representation of men and women at all levels. Member organisations should negotiate for improvements in those practices which affect the recruitment and career development of women teachers and their achievement of positions of responsibility, in increasing numbers. Particularly important are the elimination of any discriminatory strategies, the provision of career counselling, and the achievement of such conditions of service as equal pay, maternity leave, and child care. Member organisations should encourage and help women to apply for promotion in schools and should appoint equal opportunity advisers with the responsibility of ensuring equal rights for girls and boys, men and women in schools.

II. WITHIN TEACHERS' ORGANISATIONS

1. Teachers' organisations should act as agents of change, working to correct the recognised imbalance and to foster the achievements of women and equality between the sexes through:

a. promoting among their members in their communities the concept of equal rights in the teaching profession

b. initiating legislation to provide such rights

c. working to abolish stereotypes which prevent women from realising their full potential

d. establishing effective programmes for the advancement of women in education such as:

- training for leadership and administration
- programmes for women in rural areas
- programmes of exchange
- support for teachers who take action to abolish stereotypes
- promotion of access of women to posts of responsibility at all levels in the national unions and in the Confederation.

Such programmes should be subject to regular review to determine their continuing suitability for national needs.

Photo: Paul Lazenby

*This paper is a synthesis of resolutions adopted by WCOTP Congress in 1980 through 1986 and was approved by the Executive Committee in May 1987.

e. while equality of opportunity for participation may exist, equality of outcome in some teachers' organisations has not been achieved. Accordingly, these organisations should identify the barriers that prevent equality, such as those relating to:

- organisational structures and procedures
- traditional and cultural structures
- personal development
- conditions of employment

In countries where these barriers exist, organisations should work towards removing them by developing affirmative action strategies such as:

- appointing women officials to deal with matters concerning women, as well as matters other than those of special concern to women
- forming women's groups and communication networks to encourage participation at all levels in the organisation
- addressing issues relating to women
- preparing and distributing information about the changing role of women
- organising regular conferences and workshops on leadership skills and teacher organisation activities to encourage greater membership participation, particularly of women
- establishing meeting procedures that encourage membership participation
- the provision of child care centres to allow women to participate fully in their profession and in their organisations
- informing members and the public (particularly members' partners) of the rights and responsibilities of members to participate in their organisations.

2. WCOTP should:

a. Encourage member organisations to implement fully the policy of this resolution.

b. Encourage all teacher organisations to make sure that their constitutions contain clear statements about the removal of all barriers preventing equal treatment and the full participation of women.

c. Encourage the participation of women at all levels of decision-making in member organisations.

d. Encourage its members to improve the opportunity for women members to apply for promotion in the organisations, to insist that when applicants are approximately equally qualified, consideration be given in promotion posts to reflecting the number of women in the profession, and to require that where women are under-represented, preference be given to women when they meet the requirements for the job.

e. Encourage member organisations to promote training which leads to the participation of women in organisational elections.

III. WITHIN SOCIETY

Teachers' organisations should:

1. Work to ensure equal rights in education and society for all girls and women, but in particular: those who live in rural areas; disadvantaged, cultural or ethnic minorities or majorities; educational drop-outs trying to return to school; refugees, immigrants, the handicapped, and the growing number of urban poor.

2. Work to eliminate the exploitation of women or their image in advertising by contacting those who control the mass media.

3. Claim for all people equal right to participate in social and political life and in the work force.

4. Facilitate the educational, social, and professional integration of handicapped women.

5. Influence the economic factors that discriminate against women, such as unequal pay for equal work.

6. provide women with the means to enable them to determine their own role in society; no role is superior to another.

7. Protect women's choice of role by providing adequate maternity leave and child care. It is essential to work to educate society about the importance of adequate health care in connection with pregnancy, confinement, and the post-natal period to improve a child's learning ability in the pre-school years. They should also provide child care facilities so that women and men will be able to participate in education, employment, political, and trade union activity on an equal basis. They should support the organisation of the labour market in such a way as to make it possible for both women and men to share their responsibility for employment, child care, and their role in society.

8. Encourage the attitude by parents of a shared responsibility for care and up-bringing of children. Parents are men and women.

9. Fight violence and sexual harassment of girls and women by giving information and counselling boys and girls about society's norms concerning sexual behaviour.

IV. WITHIN COUNTRIES

WCOTP should:

1. Encourage each country to implement at least one programme listed under II above.

2. Encourage opportunities for the discussion of educational problems and conditions of employment that affect women.

3. Encourage approach to governments to adopt a commitment to non-sexist education, with provisions for the appropriate resources.

4. Conduct leadership training seminars for women to encourage their involvement in the work of the unions. Funds and child care should be provided to ensure that all women will have the opportunity to attend.

5. Urge leaders and members to practice setting an example of the importance of each human being by the use of language and the respect shown towards colleagues. The desired goal is a change of attitude.

6. Intervene with governments to ensure ratification and implementation of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women, which came into force in 1981.

7. Stimulate, promote, and support the efforts of government authorities concerning equality between women and men.

V. THE ROLE OF WCOTP

WCOTP should:

1. Request its members to submit names of women to assume leadership tasks. The Executive Committee would take account of these names when WCOTP assignments are made for conducting seminars and appointing committees.

2. Aim for equitable representation of women and men on WCOTP internal committees.

3. Coordinate the dissemination of information about efforts made by members to counter the effects of stereotyping in school programmes, curricula, and curricular materials.

4. Set an example for the elimination of sex discrimination by eliminating sexist language from WCOTP documents and publications.

5. Cooperate with Unesco in its programmes on women in education.

6. Set an example when meeting with representatives of other organisations by using and encouraging them to use non-sexist language, and to involve and respect women.

7. Check regularly on progress being made in achieving involvement of women in each organisational structure and make reports to WCOTP world and regional meetings, with opportunity for discussion.

8. Work for the dissemination of ideas on equality between women and men in education through projects and the moulding of public opinion.

9. Give full consideration to women in the employment of staff at all levels.

10. Ensure that all programmes incorporate major activities which promote the development of women in organisations.

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